SAMPLE SURVEY OF EDUCATIONAL FACILITIES. FOR SCHEDULED CASTES AND SCHEDULED TRIBES IN RAJASTHAN

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CHAPTER - I

INTRODUCTION

1.1 The presperity of a nation~~af~~ is inextricably bound up with the education of her people. Education is undoubtedly a vital force in mouldering the destiny of a country. It ensures rapid industrial, scientific and technical development thereby bettering the material well-being of the people and also enriching the quality of life. The Report of the Education Commission (1964-66) referred to education as the only instrument of peaceful social change.

Education of the people has become all the more important since the country has democratic form of government with the voting right to all. It is infact futile to imagine a government resting upon the popular suffrage to be sucessful unless those who elect and those who have to become governers are properly educated.

Our national leaders realised the importance of education. They under Part IV - the Directive Principles of State Policy of the Constitution, got it laid down in Article 45 that 'The State shall endevour to provide within a period of ten years from the commencement of the Constitution free and compulsory education for all children until they complete the age of fourteen years'. In other words it can be said that the government would provide free and compulsory elementary education to all children. The goal of universalisation of elementary education was re-affirmed in the Education Act (1968).

Liberal allocations have been made for Education in the Five Year Plans. Elementary education was

included in the National Programme of Minimum Needs in the Fifth Five Year Plan. This all resulted in the tremendous growth in the number of educational institutions, in enrolment and in the number of teachers in schools. In spite of all this, the objective of free and compulsory education for all children which was to be achieved by 1960, still remains a distant goal even after ever thirty years of the commencement of the Constitution. The Fourth All-India Educational Survey (1978) revealid that 56.05% children in the age-group 6 to below 14 years were in schools. The figures for boys and girls separately were 68.01% and 43.38% respectively. For the age group 6 to below 11 years the figures were 64.13, 76.27 and 51.28 and for the age group 11 to below 14 years, the corresponding percentages were 41.72, 53.44 and 29.29 respectively. The survey also revealed that majority of the children out-side school were girls and chilren belonging to Scheduled Caste and Scheduled Tribes.

Over one-fifth population of the country belongs to Scheduled Castes and Scheduled Tribes. The enrolment of Scheduled Castes children to the enrolment of all communities was 12.6% in 1977-78 as against S.C. population of about 15% of the total population. Similarity the enrolment of S.T. constituted 5.2% of the total enrolment of all communities as against their population of about 7%. For centuries these communities had been a neglected lot and had been exploited badly. They suffer from abject poverty. For majority of them education has been a luxury.

Government is determined to uplift these people by educating them and by providing them jobs. Article 46 of the Constitution states, 'The state shall promote with special care the education and economic interests of the weaker sections of the people particularly of the Scheduled Castes and Scheduled Tribes and shall protect them from social injustice and all forms of social exploitation.' To fulfil the Constitution Directive in the field of education, effarts have been made by the Government of India and State Governments to improve their educational development by extending educational facilities, providing special scholarships and stipends. free text-books and stationery, free uniforms, mid-day meals and boarding and lodging facilities to enable their children to go to school and complete their education. In spite of these incentives and financial incentives, these communities are still educationally backward .

For educational development, provision of educational facilities is an essential requisite. Every child must have a school either within the habitation of residence or within a convenient walking distance. Many a children fail to go to school because they do not have a school in the neighbourhood. This may be true for many of the Scheduled Caste and Scheduled Tribe children. It is often said that educational facilities for the weaker sections of the society namely Scheduled Castes and Scheduled Tribes are inadequate. So it was decided to have a sample survey of educational facilities for the Scheduled Castes and Scheduled Tribes in Rajasthan. It was decided to conduct the study in the state of Rajasthan which is one of nine educationally backward States and has

sizeable population of Scheduled Castes and Scheduled Tribes.

1.2 Scope

The study was confined to two districts of Rajasthan one having sizeable population of Scheduled Castes and the other predominantly tribel district. In these districts too the availability of educational facilities were studied ~~were~~ studies in respect of rural habitations predominantly populated by S.C. or S.T.

The educational facilities were studied for elementary education namely for primary stage and middle stage of Education. This is in tune with the constitutional requirement of providing free and compulsory educational for all children upto the age of 14 years.

1.3 Objectives

The following are the main objectives of the study:-

i. To study the availability of educational facilities in the areas predominantly populated by Scheduled Castes and Scheduled Tribes and their utilisation.

ii. To estimate the cost that the children have to incur on text-books, exercise-books, stationary, etc.

iii. To collect information on the incentive schemes in operation for the S.C./S.T. children and the number of children benefitted from these schemes.

iv. To study the reasons for low enrolment and for high rate of dropents among S.C./S.T. students and to suggest measures for improving enrolment and retention of S.C./S.T. children in schools.

CHAPTER - II

ORGANISATION, COVERAGE AND TOOLS

Organisation

The Directorate of Education, Rajasthan, Bikaner was approached to get the approvel of the Education Department to conduct the study in the State of Rajasthan and to seek co-operation of the Department in the execution of the study. The selection of districts of the study was made under the guidance of the State Education Department. The Directorate wrote to District Inspectors of schools of Bharatpur and Dungarpur districts to extend help to the project team. They in turn wrote to Block Development Officers to ask the Education Extension Officers under them to do the necessary field work for the project. Each block was put under the charge of one E.E.O. The E.E.Os collected data from the habitations, schools and teachers. They also interviewed the community members. The E.E.Os were imparted training in canvassing the Habitation Information Form/Schedule used for collection of data on educational facilities from individual habitations, School Information Form - convassed in selected primary and middle schools and Opinionnaire - filled in by teachers working in schools associated with the project. They were trained in interviweing the community members. They were also told how to scrutinise the filled-in schedules for completeness and correctness. The sample checking of the filled-in schedules was done by the project team. The E.E.Os were paid a token honorarium in appreciation of their work. The Computers (statistical staff) in the office of D.I.S. made available the Block Tables of Fourth All India

Educational Survey (1978) to the E.E.Os for their reference and use. The analysis of data was done manually in NCERT.

2.2 Coverage

Selection of the Districts: As per design the study was confined to two districts of Rajasthan - one predominantly populated by Scheduled Castes and the other predominantly populated by Scheduled Tribes. According to 1971 census, six districts namely Bharatpur, Sowai Madhopur, Tonk, Bikaner, Churu and Ganga Nagar were with more than one-fifth Scheduled Caste population. In two disteicts namely Banswara and Dungarpur more than two third population belonged to Scheduled Tribes. The selection of districts was discussed with the Directorate of School Education, Rajasthan, Bikaner and finally Bharatpur and Dungarpur districts were selected for the study. Location, size of the district and administrative set-up in the district were mainly the deciding factors in the choice of the districts.

Blocks

Bharatpur district(New) had nine blocks namely Kama, Nagar/Deeg, Nadba, Seewar, Khumher, wair, Bayana and Rupbas and all of these were covered in the study. Dungarpur district had five blocks namely Aspur, Bichiwara, Dungarpur, Sagwara and Singlwara/were two all the blocks were covered in the study.

Habitations:

In the Fourth All-India Educational Survey (1978) habitations predominantly populated by Scheduled

Castes and Scheduled Tribes were identified. In that survey a habitation was deemed to be a habitation predominantly populated by Scheduled Castes if 50% of its population or more was constituted of Schedule Castes. In the same way, habitations predominantly populated by Scheduled Tribes were defined. Lists of habitations predominantly populated by Scheduled Castes and Scheduled Tribes ~~were~~ at the time of the Fourth survey (1978) in each block were given to the concerned Education Extension Officer. They were asked to up-date the lists. They could delete old habitations and add new habitations as the situation demanded. All the listed habitations were covered in the study.

Schools

All the primary and middle schools located in the habitations predominantly populated by Scheduled Castes and Scheduled Tribes filled-in the Schools Information Form, High and Higher Secondary Schools even with primary or middle sections were not asked to fill the School Information Form as these schools were considered in no way comparable to the elementary schools on the availability of facilities in them.

Teachers

All the teachers including headmasters and headmistresses working in the schools associated with the study filled in an opinionnaire.

Interviewees

From each of the two districts, 50 habitations out of the habitations covered in the study were randomly

selected. From each of the selected habitations six interviewees were picked up radamly - one pach/surpanch belonging to S.C./S.T. and one belonging to other castes, One S.C./S.T. farmer or shop-keeper or self employed preferably matriculate and one such person from other castes and one S.C./S.T. unskilled worker or labourer and one such person from other castes. As such six hundred persons from the community were interviewed.

2.3 Tools of Data collection

Four schedules namely Habitation Information Form, School Information Form, Opinionnaire (for teachers), and an Interview Schedule were developed for collection of data for the study. The tools were tried out in Kumher block of Bharatpur district. In the light of the try-out the schedules were finalised. Rajasthan being a Hindi speaking state, the schedules were in Hindi.

1. Habitation Information Form

Identification data, estimated population in 1978 and as on 30.9.82 (the date of reference for the study), schools/educational institutions available in the habitation, facilities for primary stage-whether available in the habitation, if not, available at what distance, similar information for middle stage, availability of non-formal education centres and number of participants in the age-group 6 to below 11 and 11 to below 14 years, etc. were the main items in the Form.

2. School Information Form

Identification items, year of establishment as primary/middle school, classes tanght in the school;

total number of sections (classes); type of school-Boys, Girls, Co-educational; Management of the school, availability of facilities-school building, play-grounds, furniture for students, drinking water, urinals, black-boards, teaching aids, library, crafts and work experience in the school; teachers-number, trained/untrained, S.C./S.T. teachers; enrolment-class-wise boys/girls, S.C./S.T. average daily attendance, students flew from one class to another; school results, incentives provided to students, etc. were the main items in the Form.

3. Opinionnare

Name, age, caste, sex, teaching experience, qualifications-academic and professional, stage at which teaching, opinion on reasons for drop-out of S.C./S.T. students etc., were the main items of the opinionnaire.

4. Interview Schedule

Identification date-name, age, caste, qualifications, reasons for children's not joining school or their drop-out in general and of S.C./S.T. children in particular, opinions on incentives available and suggestions were the main points of interview.

2.4 Difficulties Experienced

Data Collection of the project was entrusted to education extension officers. Each block was put under the charge of one E.E.O. who was given the necessary training in canvessing the schedules. In same blocks, the .E.E.Os were transferred before the completion of

the project. The new E.E.Os had to be oriented. In one block, the project changed hands three times. This caused a lot of delay in completing the data collection. Moreover, the E.E.Os did this work in addition to their normal duties. They gave secondary importance to this work. They had to be approached time and again to get the work completed.

CHAPTER - III

Educational Profiles of the Districts

3.1 Dungarpur District

The old name of Dungarpur was Bagar which meant Jungle - a land with scarce population. Bagar Desh included the state of Banswara and a part of Udaipur State. The main language of this Desh was Bagri which is very close to Gujarati language. It is said that Dungarpur town was founded by Maharawal Dungar Singh in 1358 to be capital of the State. There is also another version regarding the founding of Dungarpur Town. Bhil chieftain Dungaria had his hamlet on this piece of land. He was killed by Rawal Veersingh. This town was founded by Rawal Veersingh in the memory of Bhil chieftain. In 1948, the United state of Greater Rajasthan comparising 18 pricely states and two chieftains came into being. Subsequently, the present district of Dungarpur was carved out.

Area Population

Dungarpur District extends over 3770 square Km. There are three Tehsils-Aaspur, Dungarpur and Sagwara, and five community blocks namely Aaspur, Dungarpur, Sagwara, Simalwara and Bichhiwara in the district. There are 834 revenue villages including 9 un-inhabited villages. At the time of Fourth All-India Educational Survey (1978), the district had 825 habitations including 616 (74.67%) habitations predominantly populated by Scheduled Tribes. There was no habitation predominantly populated by Scheduled Castes in the District.

According to 1981 census, the population of the district was 682845 including 638719 (93.54%) in the rural areas. It is a predominantly tribal district. Scheduled Tribes constituted nearly two-third population (64.44%). A small proportion of population (4.51%) belonged to Scheduled Castes.

Literacy

Literacy level is an index of educational development of the district. In 1981, the literacy level of the district was 18.52% as against 24.38% of the State.

Statement 3.1

Literacy level of the District (1981)

Category	Literacy level (%)		
	Male	Female	Total
Total Population	29.54	7.97	18.52
Scheduled Castes	27.71	3.10	15.16
Scheduled Tribes	18.35	1.32	9.66

SOURCE: Census 1981.

The literacy level of woman was alarmingly poor. Barely 7.97% women were literate. Among Scheduled Castes the literacy level was all the more poor. 15.16% S.C. population was literate and the literacy level of the women folk of those communities was sheer 3.10%. The position was equally had in respect of Scheduled Tribes. 9.66% S.T. Population was literate and literacy level

of S.T. women was 1.32%. Among all the categories, the literacy level of the Scheduled Tribe woment was the poorest. There is a wide gap between the literacy level of males and females and also of rural and urban populations.

Educational Facilities

It is the constitutional obigation of the government to provide free and compulsory education to all children till they attain the age of 14 years. Every child must have school within a convenient walking distance.

According to the Fourth All-India Educational Survey (1978) 89.69% rural population in the district had primary school/section within the habitation of residence and 94.23% had either the primary school/ section within the habitation of residence or within a distance of 1 km. For the rural population residing in the habitations predominantly populated by S.T., the corresponding percentages for within and within 1 km. categories were 85.72% and 90.94% respectively.

STATEMENT 3.2

Educational Facilities for Primary and Middle Stages

Category	Percentage of Rural Population served			
	Primary Stage		Middle Stage	
	Within the habitation	Within 1 km.	Within the habitation	With-in 3 km.
All Habitations	89.69%	94.23	41.15	76.00
S.T.Habitations	85.72	90.94	29.82	66.86

Source: Fourth All-India Educational Survey State Tables

Note : The district did not have any S.C. Habitation.

41.15% rural population had middle stage classes within the habitation of residence and 76.00% had it either within the habitation of residence or within 3 km. The corresponding percentages for rural population residing in the habitations predominantly populated by Scheduled Tribes were 29.82 and 66.86 respectively. The facilities for secondary and higher secondary stages for the rural areas were very poor. 71.23% and 19.94% rural population had facilities for secondary and higher secondary stages within 8 km. respectively.

STATEMENT 3.3

Schools by Type on 30th September, 1982

Schools	Boys	Girls	Total
Primary	580	13	593
Middle	119	13	132
Secondary	38	2	40
Higher Secondary	7	1	8
Total	744	29	773

Source: D.E.O. Statistical Cell

737 (95.34%) schools were located in the rural areas. Boys' schools are co-educational. 29(3.75%) schools were girls schools. There should have been more schools for girls. People in Rajasthan are Orthodox. Muslim people observe Purdah. As such many parents are reluctant to send their grown-up daughters to mixed Middle. Secondary and Higher Secondary Schools.

Enrolment

Gross Enrolment Ratio (GER) is an index of the universal enrolment of children in schools. GER for

the age-group 6 to below 11 years is the percentage ratio of the enrolment in classes I-V to the child population in the age-group 6 to below 11 years. Similarly GER for the age-group 11 to below 14 years in the percentage ratio of the enrolment in classes VI -VIII to the child population in the age-group 11 to below 14 years.

STATEMENT 3.4

Gross Enrolment Ratios of the Dungarpur District (1979-80)

Category	6 to below 11 years			11 to below 14 years		
	Boys	Girls	Total	Boys	Girls	Total
For Total	91.07	30.19	59.63	35.62	6.90	20.68
S.C.	82.55	21.80	52.18	37.70	5.80	21.75
S.T.	73.25	17.02	46.58	23.23	1.09	11.80

Source: Publication of SCERT and Directorate of Education, Bikaner.

The G.E.Rs for the age-group 6 to below 11 years for 'Total' were higher than the corresponding ratios for S.C. and S.T. For the age-group 11 to below 14 years, ratios for 'Total' were higher than those of Scheduled Tribes but the ratios of S.C. for boys and S.C. total' were marginally higher than the corresponding ratios for the 'Total'. In all cases, the ratios for boys were much higher than the corresponding ratios for girls. This means that the district is very backward in respect of girls education.

STATEMENT 3.5

Stagewise enrolment in Dungarpur District (1980-81)

Classes	Boys	Girls	Total
I - V	43594	16879 (27.91)	60475
VI-VIII	9450	2037 (17.73)	11487
IX onwards	5486	854 (13.47)	6340

Note: Figures in Percentheses indicate percentages.

In classes I-V, the girls constituted less than one third (27.91%) of the enrolment. The percentage of girls in classes VI-VIII and IX onwards comes down sharply to 17.73 and 13.47 respectively. Among girls the incidence of drop-out or discontinuation of studies as they move from primary to middle stage or from middle to secondary and higher secondary stages is higher than that of boys.

STATEMENT 3.6

Stage-wise Enrolment of Scheduled Castes and Scheduled Tribes (1979-80)

Classes	Total Enrolment	S.C. Enrolment	S.T. Enrolment
I-V	54259	2087 (3.85)	27017 (49.79)
VI-VIII	10700	435 (4.07)	3658 (34.19)
IX - onwards	5606	252 (4.50)	1601 (28.56)

Note: Figures in parentheses indicate the percentages as of the total enrolment

In 1981, the percentage of Scheduled Castes and Scheduled Tribes in the district were 4.51 and 64.44. The percentage of S.T. enrolment was far less

than the percentage of their population in the district. Moreover, as we move from lower stage to higher stage, the percentage of enrolment drops. This indicates that Scheduled Tribes are more backward in education than the overall population. Teachers On 30.9.82 there were 2732 teachers in schools including, 2232 ~~in the~~ schools in the rural areas 367 (13.43%) teachers were women teachers. In order to bring more girls to schools, it is necessary that more women teachers are appointed in schools.

Other Educational and Professional Institutions

There was one post-graduate government college in the district. 20% seats are researved for S.C. and S.T. in all courses. There is relaxation of marks up to 3% for S.C./S.T. candidates in eligibility conditions. No tution fee is charged from students of these communities. They are paid stipend ranging from Rs.80/to 130/- for 10 months in a year depending upon the course of study. There is one I.T.I. in Dungarpur Town. Sixty percent seats are researved for S.T. candidates. The S.T. Students are given stipends. There is one Elementary Teachers Training Institute. Researvation of seats for S.T. candidates in Teachers Training Institute is to the extent of percentage of Scheduled Tribes population in the district.

3.2 Bharatpur District

Bharatpur State was founded by Jat chief Surajmal in 1733. After Independence Bharatpur and Dholpur States were integrated with Alwar and Karauti states to form Matsya Union on 18th March, 48 and subsequently Matsya

Union got integrated with Greater Rajasthan on 15.5.49 and a separate district of Bharatpur was formed consisting of the old princely states of Bharatpur and Dholpur. On 15th April, 82 a new district of Dholpur consisting of the sub-division of Dholpur which was the territory of old princely state of Dholpur, come into being. The present district of Bharatpur is confined to the previous boundaries of old princely state of Bharatpur.

Bharatpur is a border district of Rajasthan. It is bounded by the states of Uttar Pradesh and Haryana and three districts of Rajasthan namely Dholpur, Alwar and Sowai Madhopur.

Area population

In 1981, Bharatpur district had an area of 8100.0 square km. The district had 12 Tahsil and 13 community blocks. As per Fourth All-India Educational Survey (1978), the district had 1857 inhabited villages and 2831 rural habitations. Of these 112 (3.96%) and 72(2.54%) were predominantly populated by S.C. and S.T. respectively.

According to 1981 census, the population of the district was 1884132 including 1562432 (82.93%) in the rural areas. The Scheduled Castes and Scheduled Tribes constituted 21.29% and 3.01% of the population in the district.

Literacy

In 1981, the literacy level of the district (26.05%) was a shade better than that of the State (24.38%).

STATEMENT 3.7

Literacy level of the Bharatpur District (1981)

Category	Literacy Level (%)		
	Male	Female	Total
Total Population	39.33	10.08	26.05
Scheduled Castes	28.82	1.85	16.59
Scheduled Tribes	36.79	2.32	21.03

Source: 1981 Census.

The literacy among the women folk was very poor. Nearly one-tenth (10.08%) women were literate. Literacy level of the women belonging to weaker sections of the society was still poorer. 1.85% S.C. women and 2.32% S.T. women were literate. The literacy level of men from all categories was considerably higher than that of the corresponding category of women. Also, literacy level for the rural areas was poorer in comparison to the literacy level existing in urban areas.

Educational Facilities

According to Fourth All-India Educational Survey (1978) 81.22% rural population in the district had facilities for primary stage within the habitation of residence and 90.72% was served within one km. 63.89% population in the habitations predominantly populated by S.C. had the primary stage facility within the habitation of residence as against 82.06% within a distance of one km. The corresponding percentages for population in the habitations predominantly populated by S.T., were 80.05% and 88.45% respectively.

STATEMENT 3.8

Educational facilities for Primary and Middle stages

Category	Percentage of Rural Population Serve			
	Primary Stage		Middle Stage	
	Within	Within 1 km.	Within	Within 3k
All Habitations	81.22	90.72	30.81	72.52
S.C. Habitations	63.89	82.06	4.57	69.09
S.T. Habitations	80.05	88.45	44.37	77.51

Source: Fourth All India Educational Survey (1978) State tables

Facilities for middle stage were inadequate. 30.81% rural population had the facility in the habitation of residence and 72.52% within a distance of 3 km. A very small percentage of population in S.C. habitations had the facility 'within' and 69.09% within a distance of the 3 km. S.C. habitations tend to be small sized habitations and as such these fail to get middle schools. The facilities for S.T. habitations were better than those existing for the district as a whole. 44.37% population in S.T. habitations was served within the habitation of residence and 77.51% within a distance of 3 km. 77.78% and 26.55% population were served for secondary and higher secondary stages within a distance of 8 km.

In 1982-83, there were 1050 Primary, 234 middle and 114 secondary/higher secondary schools. There was one central school in Bharatpur.

Enrolment

For the year 1979-80, the G.E.R. for the age-group 6 to below 11 years (64.66) was higher than that for the state (62.35).

STATEMENT 3.9

Gross Enrolment Ratios of the Bharatpur district (1979-80)

Category	Age-group 6 to below 11 years			Age-group 11 to below 14 years		
	Boys	Girls	Total	Boys	Girls	Total
For total	95.02	29.11	64.66	52.38	10.20	33.10
S.C.	87.57	11.26	52.35	35.80	1.65	19.51
S.T. 121 08	~~[illegible].08~~	17.30	76.45	68.45	2.45	33.45

Source: S.C. and S.T. in Rajasthan, SCERT, Udaipur (1979-80) Directorate of Education, Bikaner.

Bharatpur district is very backward in girls education. GER (6 to below 11 years) in respect of girls was 29.11 as against 95.02 of boys. GERs of S.C. girls (11.26) and of S.T. girls (17.30) did not compare favourably with the GER of girls of the district as a whole. GERs for S.T. category in respect of boys and 'total' were higher than the corresponding GERs of the district.

The position in respect of age-group 11 to below 14 years is very disappointing. GER for the district was 33.10 and GERs for the Scheduled Castes and Scheduled Tribes were 19.51 and 33.45 respectively. GERs for girls were very low. These ranged from 10.20 for total girls' to 1.65 for S.C. girls, GER for S.T. girls was 2.45. The ratios for boys were much higher than those for girls for all categories.

STATEMENT 3.10

Stagewise enrolment in Bharatpur district (1980-81)

Classes	Boys	Girls	Total
I-V	135653	35633 (20.80%)	171286
VI-VIII	42334	6891 (14.00%)	49225
IX-Onwards	24871	3425 (12.10%)	28296

Source: Directorate of Education, Rajasthan, Bikaner.

Girls constituted 20.80% enrolment in classes I-V. The percentage of girls slides down to 14.00 in classes VI-VIII and further goes down to 12.10 in classes IX onwards. The district is very backward in girls education. The incidence of drop-out among girls goes higher as they move from one stage to the next stage and rate of drop-out for girls is higher than that of their male counterparts.

Statement 3.11

Stagewise enrolment of Scheduled Castes and Scheduled Tribes (1979-80)

Classes	Total Enrolment	S.C. Enrolment	S.T. Enrolment
I-V	164244	27222 (16.57)	5362 (3.26)
VI-VIII	46336	6244 (13.48)	1418 (3.06)
IX-Onwards	25483	2962 (11.62)	709 (2.78)

Source: Directorate of Education, Rajasthan, Bikaner.

In 1981, the percentages of S.C. and S.T. in the district were 21.29 and 3.01 respectively. The percentage enrolment of S.C. as of the total enrolment at all stages of educa-tion was less than the percentage of S.C. population in the district. This speaks of the backwardness of education of Scheduled Castes in the district. The percentage of S.C. and S.T. enrolment goes on sliding down as we move from one stage to the next stage. This may be due to high rate of dropout among these communities.

Teachers

On 30th September, 1982 there were 5069 teachers including 167 (3.29%) women teachers working in primary, middle, secondary and higher Secondary Schools. There were 379 (7.48%) teachers belonging to Scheduled Castes and 80 (1.58%) belonging to Scheduled Tribes. There was no women teacher belonging to Scheduled caste or scheduled Tribe.

Other Educational and Professional Institutes.

The district had one post-graduate college and three degree colleges. Two of these three colleges were women colleges. One women college had B. Ed. classes also. There were four professional institutes namely teachers Training College at Deeg, I.T.I at Bharatpur, patwar Training School at Deeg and Co-operative Supervisor Training Centre at Bharatpur. S.C. and S.T. students were getting stipends for higher education in colleges, I.T.I., and professional institutes.

CHAPTER - IV

REVIEW OF THE RELATED LITERATURE

Educational Surveys have been conducted from time to time to study the availability of schooling facilities in the rural and urban areas. Most of these surveys have been small sized and were confined to a district or at best to a region of a state. Some of these have been census type while some were conducted on sample basis. Some of these studies are given below.

ALL INDIA EDUCATIONAL SURVEYS

Four All-India Educational Surveys have been conducted. The first of these surveys was conducted by the Ministry of Education in 1957 with 31.3.57 as the date of reference. Second, Third and Fourth All-India Educational Surveys were conducted by the National Council of Educational Research and Training, New Delhi, in 1965, 1973 and 1978 with 31.12.65, 31.12.73 and 30.9.78 as the dates of refsrence respectively.

In all these surveys, one of the main objectives has been the survey of the availability of educational facilities ~~of~~ for various school stages namely primary, middle, secondary and higher secondary stages in respect of each rural habitation in the country. For all these surveys habitation has been defined as a distinct cluster of contigious houses with a local name. A revenue village may have one habitation or more than one habitations. Thus each survey gives the number of habitations along with their population having facilities for primary stage, middle stage, secondary stage, and higher secondary sta either in the habitation or within various distance

stabs. Also the ~~the~~ surveys give information on number of schools-category-wise-primary, middle, secondary and Higher secondary schools, by management, schools by type-boys, girls and co-educational, availability of facilities like building, library, black-boards, furniture for students, etc. enrolment-boys, girls, S.C./S.T. students, teacher-number, male/female teachers, S.C./S.T. teachers, qualifications of teachers, etc. All the information is available for block, district, state and national levles.

According to Fourth All-India Educational Survey (1978), there were 964 664 rural habitations in the country. Of these 69038(7.16%) habitations were with 50% or more of S.C. population and 153778(15.94%) habitations were with 50% or more of S.T. population. The estimated population in rural areas was 509~~1~~163428. 80.24% habitations having 92.82% rural population had primary classes either in the habitation or within a distance of 1 Km. 66.86% habitations accounting for 78.83% rural population had middle schools/sections either in the habitation or within a distance of 3 km. 82.18% and 41.08% rural population had facilities for ~~according~~ secondary and higher secondary stages within 8 km. respectively. 88.94%, 74.14%, 82.96% and ~~3~~50.15% population in habitations predominantly populated by S.C. had facilities for primary stage within 1 km., for middle stage within 3 km., for seondary stage within 8 km. and for higher ~~seoac~~ secondary stage within 8 km. respectively. The corresponding figures for habitations predominantly populated by ST were 82.99%, 53.77%, 51.89%, & 16.80%, respectively.

4.2 An Intensive study of Provision and utilisation of Schooling Facilities in selected Blocks (1977-78).

This was a collaborative project of the Planning Commission, the Ministry of Education, and the National Council of Educational Research and Training. The project aimed at studying the educational facilities for elementary education in the three selected blocks of one district in each of the seven states namely Himachal Pradesh, Jammu and Kashmir, Karnataka, Orissa, Maharashtra, Rajasthan and Uttar Pradesh. The participating states were asked to select one district of the state and within that district to select three blocks-one block where the literacy percentage was comparatively higher than the state average, another block where the literacy percentage was more or less the same as the state average and the third where the literacy percentage was much below the state average. The date of reference for the study was 30.9.77. One tool namely School Information Form, was used for collection of data from primary and middle schools. The main objectives of the study were :

i) To study the schooling facilities available both in the rural and urban areas of the block.

ii) To study the elementary schools-both primary and middle schools, as regards their growth, facilities available in them-school building, class-rooms, teaching aids, etc.working hours, enrolment-boys, girls, average daily attendance, extent of wastage and stagnation, incentives provided ~~mt~~ to students, teachers-their qualifications, their workload, pupil-teacher ratio, etc.

The study helped in the identification of villages which needed schools. It also revealed the helpless contition in which the schools were functioning. Even the basic necessities like black-boards, charts, maps, etc. were not available in schools. The study high lighted the alarming rate of wastage in education caused by

stagnation and drop-outs. The wastage was the highest among the girls belonging to scheduled castes and scheduled tribes.

School Drop-out Among Harijan Children-Causes and cure (1975)

The study was conducted on a very restricted sample by Central Institute of Research and Training in Public Co-operation, New Delhi. The data for the study were collected from schools. Parents, teachers, community leaders, etc. were interviewd to get their reactions, opinions and suggestions.

The study was conducted in two eastern districts of Uttar Pradesh namely Ballia and Azamgarh which are comparatively backward and have a sizeable Harijan population. The study attempts at identifying variables which are emhedded in the family, school and community sub-systems and are collectively responsible for high rates of school drop-outs among Harijan children. The study seeks to analyse the problem basically from the sociological perspective and describes ~~and~~ the various situations which compel the Harijan child to leave the school.

The study points out that Harijan families are extremely poor and their poverty forces the child to give up schooling and assume an economic role at a tender age. He has to attend to domestic chores which either directly supplement the family income or spare the parents to work more for augmenting the daily earnings. The Harijan parents who are not even in a position to meet the physical needs of their children cannot meet the schooling expenses of the child. The ill-treatment meted out to the Harijan child by the teachers or fellow students discourage continuance of the Harijan child in the school. The longer ~~phydial~~ physical distance

distance between the school and Harijan settlement is yet another factor which prompts the Harijan child discontinue schooling.

Some of the findings of the study are:

1. The study revealed that wastage and stagnation at primary stage was very high. It was 77% during 1965-70, 72% during 1966-71 and 71% during 1967-72.
2. Wastage and stagnation was comparatively higher among Harijans than among Non -Harijans.

The study suggests a number of short-term measures to remedy the situation such as scholarship scheme, mid-day meals, supply of educational material and uniform, improvement of the school system, etc.

Some of the long-term measures suggested are:

1. Economic stability holds a key for the educational development of the Harijan community. Economic benefits need to be given to them. It is advocated that economic benefit would have a snow-balling effect on other spheres of their activities including their behaviour.
2. It is felt that the credibility gap which exists at present between teachers and Harijan parents needed to be removed through conatructive, personalised approach of the former towards the latter.
3. The schools preferably be located in the Harijan Basti or in the neighbourhood of the Harijan Basti.
4. The Harijan teachers are more sympathetic towards Harijan students. It is advisable that Harijan teachers may be posted in schools located in the Harijan Bastis.

4.4 Study of Backwardness of Girls Education

The project was carried out on a sample basis in eight educationally backward states in girls education namely Andhra Pradesh. Bihar, Haryana, Rajasthan, Orissa, Uttar Pradesh, Jammu & Kashmir and Madhya Pradesh to study the causes for nonenrolment of girls. The following were the general objectives of the study.

General Objectives

1. To estimate educational wastage rates for girls belonging to different groups including SC/ST
2. To identify causes of low-enrolment and drop-out among girls
3. To suggest remedial measures to lower the rates of wastage among girls.

Nine schedules namely District Information Form, Block Information Form, Village Information Form, Interview Schedule for village, Sarpanches, Household Schedule, School Information Form, Parents Interview Schedule, Interview Schedule for Dropout Girls and Questionnaire for Teachers, were used for collection of data.

From each of the participating states two to five districts representing various Zones/regions were selected for study. 27 districts constituted the sample. From each selected district one educationally advanced block with gross enrolment ratio higher than that of the district, one average block with gross enrolment ratio equal to that of the district and one educationally backward block with gross enrolment ratio lower than that of the district, were selected. Asample of 50 villages for each district from the three selected blocks was selected. A sample of 400 parents for each district representing various categories of parents using Household Schedule as the sampling frame were selected. About 100 to 150 drop-out girls of age 9 to 16 years per district were selected for interview.

Various indices namely Drop-out Rate, Input/Output Ratio, Percentage of Pupil Years spent in excess, etc. were worked out for each district. The study has revealed that drop-out rate of girls is higher than that of boys and ingeneral the rate was the highest in respect of SC/ST girls among all categories of students.

The main reasons given by parents for sending girls to school are:

(i) Education helps girls to read and write (33.7% parents).

(ii) Education helps girls to became good housewives (31.1% parents).

(iii) Education enables girls to earn their livelihood if situation arises (28.3% parents).

(iv) Educated girls have more chances of getting married at good places (16.1% parents).

(v) Education helps girls to become good mothers (16.7% parents).

Some of the reasons given by parents for withdrawing girls from schools are:

(i) Poverty

(ii) No separate school for girls

(iii) School timings do not suit

(iv) Girls have to look after their younger brothers and sisters

(v) School is not at a convenient distance

(vi) Girls help~~s~~ in their parent job

(vii) The girl is grown-up now.

Some of the reasons advanced by teachers for the withdrawl of girls from the school are:

(i) Parents need their help in their family occupations (76.3% teachers)

(ii) Girls have to look after younger brothers and sisters (75.2%)

(iii) Illiteracy in the village community (74.2%0

(iv) Early marriage of girls (65.3%)

(v) No separate school for girls (62.6%)

(vi) Community's feeling that education cannot serve their needs (62.0%)

(vii) Lack of awareness of gains of education on the part of the community (61.0%)

(viii) Multiple class teaching (53.1%)

(ix) Parents do not like girls to be taught by male teachers (51.1%0

Some of the reasons given by the dropped out girls for their withdrawl from schools are:

(i) Helping parents in their occupations

(ii) Looking after younger ones in homes

(iii) Economic hardship

(iv) Indifferent attitude of parents towards girls education

(v) Early marriage of girls

(vi) Lack of interest in education amongst girls

(vii) Inadequate schooling facilities

(viii) Ill health.

CHAPTER V

ANALYSIS OF DATA

The data were collected from habitations, schools and teachers by canvassing questionnaires and opinionnaires. Community members were interviewed to get their views on the drop-out problems. The filled-in questionnaires and opinionnaires were scrutinised for completeness and correctness. It was found that some of the items had been left blank and in some cases responses were not consistent. Such responses had to be discarded. The findings are based on the available complete and consistent responses. The analysis of data is based on frequency distribution and most of the findings have been presented in absolute numbers and or percentages. The analysis of the data is being presented under the following main heads:

1. Educational Facilities
2. Non-Formal Education
3. Schools
4. Facilities in schools
5. Enrolment
6. Incentive schemes
7. Teachers
8. Cost of Education
9. Opinions of teachers/Headmasters on drop-outs and attendence
10. Opinion of community members on drop-out problem.

Educational Facilities

For assessing the availability of educational facilities in the rural areas, habitation was taken as the unit. A habitation is a distinct cluster of houses in a village bearing a name. As such a revenue village may have one habitation or more than one habitations.

The present study was confined to habitations predominantly populated by weaker sections of the society namely Scheduled Castes and Scheduled Tribes. A habitation was deemed to be predominantly populatedby Scheduled Castes (S.C. Habitation) if its 50% population or more belonged to Scheduled Castes. Similarly a habitation was deemed to be predominantly populated by Scheduled Tribes (S.T. Habitation) if its 50% population or more belonged to Scheduled Tribes.

All the S.C. habitations and S.T. habitations identified at the time of Fourth All-India Educational Survey (1978) were reviewed again and a fresh list of S.C. habitations and S.T. habitations including the new ones, if any, were prepared for the Districts of Dungarpur and Bharatpur. In Dungarpur District 595 S.T. habitations were identified. There was no S.C. habitation. In the New Bharatpur District there was 80 S.C. habitations and 21 S.T. habitations.

Dungarpur District

The total population of 595 S.T. habitations was 451478. The average population size (758) of a habitation was appreciably high.

STATEMENT 5.1

Habitations and their Population

Population Slab	No.of Habitations	Population
2000 or more	39	121714
1000 - 1999	96	122321
500 - 999	186	128819
400 - 499	62	28114
300 - 399	75	25532
200 - 299	70	16867
100 - 199	45	6693
Below 100	22	1418
Total	**595**	**451478**

458(76.9%) habitations had population 300 or more and these accounted for 94.47% of the total population. The number of habitations with population less than 200 was ver small. This is a clear deviation from the normal practice. Usually in the tribal areas, the population size of a habitation is small.

Primary Stage

In order to achieve the universalisation of education for all children up to the age of 14 years, it is necessary that every child has the facility both for primary and middle stages of education at a convenient walking distance. The ideal situation would be that every habitation has an elementary school having both primary and middle stages of education but because of paucity of resources it might not be possible to have such schools in all the habitations in the near future.

STATEMENT 5.2

Habitations and Population served at Various Distance slabs

Distance Slab	Habitations Served		Population Served	
	Number	%	Total	%
1	2	3	4	5
Within	408	~~86~~68.57	396602	87.85
0.1 - 1 km.	58	9.75	12670	2.81
Sub-total	466	78.32	419272	90.66
1.1 - 2.0	71	11.93	19308	4.27
More than 2 km.	58	9.75	2898	5.07
Total	595	100.00	451478	100.00

68.57% habitations and 87.85% rural population had the facility for primary stage within the habitation. If we assume 1 km. to be a convenient walking distance for

a child of age 6 to 11 years, then 78.32% habitations accounting for 90.66% population had the facility for primary stage. These percentages are more or less the same those existing at the time of Fourth All-India Educational Survey (1978). Then 61.53% S.T. habitations had the facility within the habitation and 75.16% had at a distance of 1 km. Population-wise, 85.72% population had the facility within the habitation and 90.94% within a distance of 1 km. There has not been any appreciable change in the availability of facilities since the Fourth Educational Survey (1978).

Unserved Habitations

About one-fifth habitations accounting for 9.34% rural population did not have the facility for primary stage within a distance of 1 km.

STATEMENT 5.3

Unserved Habitations in various population slabs and the distance at which served

Distance	Number of Habitations in Population Slabs							
	1000-1999	500-999	400-499	300-399	200-299	100-199	Below 100	Total
1.1-2 km.	-	8	5	17	19	13	9	71
More than 2 km.	4	11	6	13	13	6	5	58
Total	4	19	11	30	32	19	14	129

Of the 129 unserved habitations 64(49.61%) had population 300 or more and 32 (24.81%) had population in the range of 200-299. These 96 habitations should be provided primary schools. It might not be possible to provide schools to habitations with population less than 200 in the near future. The social justice demands that these habitations should at least be provided NFE centres till regular schools could be made available to them.

Middle Stage

The position regarding availability of facilities for middle stage was not satisfactory. 9.24% habitations accounting for about one-fourth of the rural population in S.T. habitations (26.73%) had the facility within the habitation.

STATEMENT 5.4

S.T. habitations and population served for middle atage at various distance slabs

Distance Slabs	Habitations Served		Population Served	
	Number	%	Total	%
Within	55	9.24	120686	26.73
0.1-1 km.	32	5.38	13474	2.98
1.1-2 km.	81	13.61	44962	9.96
3.1-3 km.	100	16.81	72308	16.02
Upto 3 km.	268	45.04	251430	55.69
More than 3 km.	327	54.96	200098	44.31
Total	595	100.00	451478	100.00

If we assume 3 km. to be the convenient walking distance for the age-group 11 to below 14 years, then 45.04% S.T. habitations accounting for 55.69% rural population in S.T. habitations were served for middle stage. More than one-half habitations having 44.31% rural population were unserved for middle stage. If the universalisation of elementary education constituted of primary and middle stages of education is to be achieved provision for middle stage in the rural areas will have to be improved considerably. Unless there is almost universal providion for middle stage, the universalisation of elementary education would remain a

distant goal.

At the time of Fourth All-India Educational Survey (1978), 9.25% S.T. habitations ~~and~~ accounting for 29.60% rural population in S.T. habitations had the facility for middle stage within the habitation of residence. Against this, 58.28% S.T. habitations with 66.86% rural population had the facility within a distance of 3 km. The position regarding the availability of facilities for middle stage has worsened. This might be due to change of population character of some habitations. Habitations which were previously S. T. habitations and were served for middle stage, might have been rendered Non-S.T. habitations. The situation needs further investigation.

Unserved Habitations

327 (54.96%) S.T. habitations accounting for 44.31% population in S.T. habitations did not have facilities for middle stage within a distance of 3 km.

STATEMENT 5.5

Unserved Habitations in various population slabs

Population Slab	Number of unserved Habitations
2000 and more	4
1000 - 1999	58
500 - 999	104
400 - 499	35
300 - 399	46
Less than 300	80
Total	327

Of the 327 unserved habitations, 166(50.76%) each had population 500 or more. For achieving

universalisation of elementary education, the facilities for middle stage will have to be expanded so as to cover more habitations. Non Formal Education Centres need to be opened in all habitations including the unserved habitations. Part-time middle stage classes for girls can be attached to the existing primary schools. This practice would help the girls to continue their education after completing the primary stage.

Bharatpur District

101 habitations were predominantly populated by S.C. and S.T. Their total population was 57272. The average population of a habitation was 567.

STATEMENT 5.6

Habitations and their population

Population Slab	No. of Habitations	Population
2000 and Above	4	12575
1000 - 1999	9	13898
500 - 999	20	13839
400 - 499	10	4412
300 - 399	21	7007
200 - 299	10	2389
100 - 199	16	2477
Below 100	11	675
Total	101	57272

64(63.36%) habitations had population 300 or more and these accounted for 90.32% population of these S.C. and S.T. habitations. 27 habitations had population below 200. The number of small-sized habitations was appreciately

low.

Primary Stage

more than three-fourth (76.24%) habitations either had the facility within the habitation of residence or within a distance of 1 km. Population-wise, 91.70% population had the facility within a distance of 1 km. including the population served within a habitation of residence.

STATEMENT 5.7

Habitations and Population served at various Distance slabs

Distance Slab	Habitations Served		Population Served	
	Number	%	Total	%
1	2	3	4	5
Within	57	56.44	46647	81.45
0.1 to 1 km.	20	19.80	5672	10.25
1.1 to 2 km.	20	19.80	4302	7.51
More than 2 km.	4	3.96	451	0.79
Total	101	100.00	57272	100.00

In 1978 - at the time of Fourth All-India Educational Survey, 70.11% S.T. and S.C. habitations in the erstwhile Bharatpur District including 77(41.85%) served within the habitation of residence, were served within a distance of 1 km. Population wise 85.13% population of S.C. and S.T. habitations including 71.66% served within the habitation of residence, was served within a distance of 1 km.

Unserved Habitations

About one-fourth habitations accounting for 8.30% population had the facility for primary stage beyond 1 km.

STATEMENT 5.8

Unserved habitations in various population slabs and the distance at which served

Distance	Number of Habitations in Population slabs							
	1000-1999	500-999	400-499	300-399	200-299	100-199	Below 100	Total
1.1-2 km.	-	1	1	4	3	6	5	20
More than 2 km.	-	-	-	1	-	1	2	4
Total	-	1	1	5	3	7	7	24

Of the 24 unserved habitations 7 had population 300 or more and 3 habitations had population in the range of 200 to 299. These ten habitations should be provided primary schools at the earliest possible and the remaining 14 habitations should be provided NFE centres.

Middle Stage

12 (11.88%) habitations accounting for 22911 (40.00%) population had the facility for middle stage within the habitation of residence. 76(75.25%)habitations accounting for 83.16% population of the S.C. and S.T. habitations had the facility for middle stage within a distance of 3 km. About one-fourth habitations accounting for 16.84% population had the facility beyond 3 km. In 1978, at the time of Fourth Educational Survey 23.04% population of S.C. and S.T. habitations had the facility within the habitation of residence and 72.47% had within a distance of 3 km.

STATEMENT 5.9

S.C. and S.T. habitations and population served for Middle stage at various distance slabs

Distance Slabs	Habitations served		Population served	
	Number	%	Total	%
Within	12	11.88	22911	40.00
0.1 - 1 km.	14	13.86	7395	12.91
1.1 - 2 km.	27	26.73	8731	15.24
2.1 - 3 km.	23	22.78	8589	15.01
Sub-total	76	75.25	47626	83.16
More than 3 km.	25	24.75	9646	16.84
Total	101	100.00	57272	100.00

Facility for middle stage can be said to be satisfactory. These facilities will have to be improved further to achieve the goal of universalisation of elementary education. Every habitation must have the facility for middle stage within a distance of 3 km. It may take time to achieve that objective. Till then, all the unserved habitations should be provided NFE centres catering to Middle stage level.

Unserved Habitations

25 (24.75%) habitations accounting for 16.84% population had the facility for middle stage beyond 3 km.

STATEMENT 5.10

Unserved Habitations in various population slabs

Population Slab	Number of Unserved Habitations
2000 and Above	Nil
1000 - 1999	1
500 - 999	6
400 - 499	3
300 - 399	3
Less than 300	12
Total	25

The cases for providing middle stage classes to habitations with population 500 or more should be examined. If these habitations have an enrolment of 10 or more in the terminal class of the primary stage of the feeding primary schools, then middle stage classes should be started in such habitations. For the time being NFE centres catering to middl stage level should be started in all the unserved habitations.

5.02 Non Formal Education

Non Formal Education (NFE) has not been introduced in the districts in a big way. A few habitations had facilities for NFE. In Dungarpur District 58 habitations (9.75%) had NFE centres of primary level and the enrolment in these centres was 1309 including 466 girls. 49 habitations (8.24%) had NFE centres of upper primary level. 1135 children including 404 girls were attending these centres. In Bharatpur District 10 (9.90%) habitations had NFE centres of primary level and 221 boys and 128 girls were on the rolls of these centres. Eight (7.92%) habitations had NFE centres of upper primary level. 195 boys and 64 girls were attending these centres. The data indicate that NFE centres were not started in a big way in the district under study.

5.03 Schools

In Dungarpur district there were 436 primary Schools in 595 S.T. habitations. Majority of the schools were co-educational. Three primary schools and two middle schools were exclusively for girls. All the middle schools had primary sections attached to them. The number of middle schools seems to be disproportionate to the number of primary schools. There is one middle school for 21 primary schools as against the desired norm of one middle school from every 3 primary schools. In Bharatpur district there were 48 primary schools and 8 middle schools in 101 SC/ST habitations. All the schools except three primary boys schools were co-educational. All the middle schools had primary sections attached to them. There was one middle school for every six primary schools.

STATEMENT 5.11

Schools by Type

District	Primary Schools				Middle Schools			
	Boys	Girls	Co-Ed.	Total	Boys	Girls	Co-Ed.	Total
Bharatpur	3	-	45	48	-	-	8	8
Dungarpur	31	3	402	436	-	2	19	21

In Dungarpur District 149 (34.1%) Primary schools were incomplete and three middle schools had class VII as the terminal class.

STATEMENT 5.12

ELEMENTARY SCHOOLS BY CLASSES IN THEM

Districts	Schools with classes							Tota
	I-II	I-III	I-IV	I-V	I-VI	I-VII	I-VIII	
Bharatpur	2	1	3	42	-	-	8	56
Dungarpur	17	72	60	287	-	3	18	457

In Bharatpur district only six primary schools were incomplete. All the middle schools had classes I-VIII in them.

Physical Facilities in Schools

The quality of education depends on many factors. One of these factors is the availability of some basic facilities in schools. Some facilities like library, black-boards, teaching aids, etc, have direct bearing on the teaching-learning process, while some like school building, number of classrooms, play-ground, furniture for students, etc. indirectly influence the quality of education.

School Building

Building is an important part of the school plant. It gives a stature to the school. India is a land of many seasons. Sometimes it rains and sometimes it shines. At times one has to face chilly winds. The inclement weather makes it difficult rather impossible for the students to study in the open, Some sort of shelter is a must. There need not be a magnificient building to house the school. A modest structure with a roof would serve the purpose.

In Durgarpur 419(96.10%) primary schools had building. About one-half (49.08%) of the schools had Kachcha building. Majority of the schools owned building. All the middle schools had the building. 128(29.36%) and 155 (35.55%) primary schools had one and two classrooms respectively.

STATEMENT 5.13

Primary and Middle Schools having Building

District	School	Schools with building			Schools without building	Total	No response
		Kachcha	Pucca	Mixed			
Dungarpur	P	214	132	73	14	433	3
	M	3	9	9	-	21	-
Bharatpur	P	1	34	2	10	47	- 1
	M	-	7	1	-	8	-

In Bharatpur 37(77.08%) Primary schools had building. All the buildings except one were pucca or mixed. 32 schools owned building and five schools had rent-free buildings. 18(37.~~08~~50%) and 8 (16.67%) primary schools had one and two classrooms respectively. All the middle schools had building of their own. At the eight middle schools had pucca or mixed building.

Teaching Aids

Teaching aids play a very important role in making the children learn easily and speedily. With the help of these many difficult and complex concepts can be made clear to students easily.

STATEMENT 5.14

Schools According To The Availability of Teachers Aids

District	School	No. of Schools having teaching aids					
		Maps	Globe	Science Kit	Charts	Radio	Adequ te black board
Dungarpur	P	273 (63.07)	75 (17.20)	63 (14.45)	178 (40.33)	4 (0.92)	41 (9.40)
	M	15 (71.43)	13 (61.90)	14 (66.67)	8 (38.10)	2 (9.52)	14 (66.67
Bharatpur	P	11 (22.92)	3 (6.25)	4 (8.33)	28 (58.33)	1 (2.08)	4 (8.33)
	M	8 (100.0)	6 (75.0)	7 (87.50)	8 (100.00)	-	3 (37.50

* figures in parentheses indicate percentages.

The table indicates that the middle schools were better placed in comparison to primary schools on the availability of teaching aids. A few schools had ~~ratio~~ Radio. These days science is a compulsory subject but a few primary schools had a science kit. Four middle schools have reported to have Mathematics kits.

Blackboard is the cheapest and the most commonly used teaching aid in schools. Less than ten percent of primary schools had adequate number of blackboards in them.

Other Facilities

Around one-fifth primary schools both in Bharatpur and Dungerpur districts had library and majority of these schools had 100 books or less than 100 books. 87.5% middle schools in Bharatpur District and 71.43% in Dungerpur District had library.

STATEMENT 5.15

Schools According To Availability of Various Facilities

District	School	No.of Schools Having facilities			
		Playground	Adequate furniture for students	Drinking water	Urinals
Dungarpur	P	~~28~~ 27 (58.25)	253 (58.03)	334 (76.61)	28 (6.42)
	M	9 (42.80)	9 (42.86)	16 (76.19)	5 (23.81)
Bharatpur	P	101 (41.51)	42 (87.50)	34 (70.83)	4 (2.08)
	M	4 (50.0)	8~~00~~ (100.0)	7 (87.50)	1 (12.50)

Note: Figures in parentheses indicate percentages

Playground facility was available in nearly one-half of the schools. Schools in Bharatpur were ~~better~~ better placed on the availability of furniture for students. Drinking water was available in majority of the schools. 6.42% primary schools in Dungarpur and 2.08% in Bharatpur had urinals. 17 primary schools in Dungarpur had separate urinals for girls and there was no such school in Bharatpur. The position in respect of middle schools was a bit better. 23.81% middle schools in Dungarpur District and 12.50% in Bharatpur District had urinals. These days all middle schools are co-educational and the girls studying in middle classes are grown up. They require separate urinals. One middle school in Bharatpur district and one in Dungarpur district had separate urinals for girls.

5.05 Enrolment

In Rajasthan classes I and II constitute one unit and the schools gave the pooled enrolment of classes I and II.

Statement 5.16

Classwise Enrolment

Class	Enrolment in Districts					
	Bharatpur			Dungarpur		
	B	G	T	B	G	T
Classes I & II	1973	614	2587	18089	6972	25061
Classes III	598	103	701	3650	999	4649
Class IV	651	75	726	2975	735	3710
Class V	533	40	573	2427	488	2915
Total I-V	3755	832	4587	2714	9194	36335
VI	308	19	327	501	97	598
VII	231	21	252	275	103	378
VIII	196	8	204	188	47	235
Total VI-VIII	735	48	783	964	247	1211

The enrolment figures indicate that enrolment goes on decreasing as we move from class I to class VIII. The enrolment of class III is very diaproportionate to the combined enrolment in classes I and II. It seems that many children who join school leave the school either in class I or in class II.

Most of the children in the rural areas study in the school located in the village itself. Children in general and girls in particular usually do not go to a school located in a village other than the village of residence. The data of this study amply supports this contention.

About 90% of the enrolment in the Primary classes belonged to the village where the school was located.

STATEMENT 5.17

Percentage enrolment from the village of the school

Classes	Bharatpur District			Dungarpur District		
	B	G	T	B	G	T
I-V	89.51	91.35	89.84	95.32	94.91	95.22
VI-VIII	79.59	91.67	80.33	81.22	87.85	82.5

In middle stage classes about four-fifth enrolment belonged to the village itself. At the middle stage the percentage of girls belonging to the village was higher than that of boys. It may be due to the fact that a few girls go to a school other than the one located in the village of residence.

Girls Enrolment

Rajasthan is very backward in girls education. Poverty as well as the prevailing social customs prevent girls from attending school.

STATEMENT 5.18

Girls enrolment as percent of total enrolment

District	Percentage of girls in classes	
	IV	VI-VIII
Bharatpur	18.14	6.13
Dungarpur	25.30	20.40

In classes I-V, girls constituted 18.14% and 25.30% enrolment in Bharatpur and Dungarpur districts respectively. In classes VI-VIII, girls constituted nearly one-fifth of enrolment in Dungarpur District. The position was very alarming and shocking in Bharatpur District where girls constituted barely 6.13% of the enrolment in classes VI-VIII. Some bold and immediate steps need to be taken to push up the enrolment of girls.

Enrolment of Weaker sections

All the habitations where the schools undersstudy were located were the habitations predominantly populated by SC/St. In other words, the population of SC/ST in these habitations was fifty percent or more.

STATEMENT 5.19

Enrolment of weaker sections in classes I-V

District	Enrolment			% of girls	% enrolment as of total Enrolment in classes I-V
	B	G	T		
Bharatpur	2445	503	2948	17.06	64.27
Dungarpur	21869	7177	29046	24.71	79.94

In primary stage classes the percentage enrolment of weaker sections as of the total enrolment of the primary stage was 64.27 and 79.94 in Bharatpur and Dungarpur districts respectionely. The enrolment of weaker sections vis-a vis the total enrolment compares favourably with the population of these communities in the districts. Girls constituted 17.06% and 24.71% enrolment in Bharatpur and Dungarpur Districts respectively. The enrolment of girls is very low and calls for immediate steps.

In classes VI-VIII the enrolment from the weaker sections constituted around 50% of the total enrolment in those classes in each of the two districts.

STATEMENT 5.26

Enrolment of weaker sections in classes VI-VIII

Districts	Enrolment			% of girls	% enrolment as of total Enrolment in Classes VI-VIII
	Boys	Girls	Total		
Bharatpur	376	8	384	2.08	49.04
Dungarpur	575	28	603	4.64	49.79

Keeping in view the population character of habitations where the schools were lovated, it could be said that the enrolment of weaker sections in classes VI-VIII was on the lower side.

The position regarding girls enrolment was very dismal. There were only eight girls of these communities studying in classes VI-VIII in Bharatpur District as against 376 boys. There was no S.C. girl in class VIII. In Dungarpur district position was equally had. These were 28 girls of these communities studying in classes VI-VIII as against 575 boys.

Attendance

The schools were asked to give average attendance for the month of September, 1982. The percentage attendance was high in primary classes. It was around 88% in Bharatpur District and around 95% in Dungarpur District.

STATEMENT 5.21

Percentage Attendance

District	Category	Classes I-V			Classes VI-VIII		
		B	G	T	B	G	T
Bharatpur	Overall	88.1	87.82	87.91	89.63	100.00	89.96
~~Dungarpur~~	Weaker-sections	87.65	84.04	87.01	87.94	100.00	88.24
Dungarpur	Overall	95.32	94.91	~~8~~95.22	81.22	87.85	82.58
	Weaker-Section	88.43	83.38	87.18	77.22	92.86	77.94

The attendance in respect of SC/ST students was a bit on the lower side in comparision to the over-all attendance.

In Bharatpur district only three middle schools out of the eight schools supplied data on attendance. As per that data the attendance of girls in classes VI-VIII.was cent per cent. The attenadance was satisfactory. The lowest percentage daily attendance was (77.22) in respect of SC/ST boys of Dungarpur.

Pass percentage

As already mentioned classes I and II constituted one integrated unit. Separate enrolment for class II was not available. As such pass percentage from class III onwards were worked out. The State is working towards the non-detention policy at the elementary stage. The pass percentage in all the classes was high.

STATEMENT 5.22

Pass Percentage

Class		Bharatpur	Dungarpur
III		94.68	94.12
IV		87.94	89.00
V		95.54	95.06
VI	~~87.90~~	87.90	81.97
VII		90.19	84.57
VIII		99.12	85.05

Pupil-Teacher Ratio

Pupil-teacher ratio was on the higher side in primary schools. In 45.83% primary schools in Bharatpur and 50.56% in Dungarpur, the ratio was more than 50. 29.17% schools in Bharatpur and 34.36% in Dungarpur the ratio ranged from ~~100~~ 40 to 50. In one primary school, the ratio was as high as 131.

Among 8 middle schools in Bharatpur district six had the ratio ranging from 31 to 40, in one the ratio was 41 and in another it was 26. Among the middle schools in Dungarpur district, in 5 schools the ratio ranged

from 11-20, in nine from 21-30, in five form 31-40 and in 2 schools the ratio was morethan 50.

Wastage in Education

There is a lot of wastage in education. This may be due to stagnation or due to pre-mature drop-out of the child from the school. 675 students admitted to class I in 1977-78 in Dungarpur District were followed up till they reached class V in 1981-82. Of the 675 students only 168 (24.89%) reached class V in 1981-82. The wastage works out to be 75.11%.

STATEMENT 5.23

Wastage in Education

District	1977-78 Class I	1978-79 Class II	1979-80 Class III	1980-81 Class IV	1981-82 Class V
Bharatpur	443 100	334 75.40	265 59.62	208 46.95	166 37.47
Dungarpur	675 100	359 53.19	286 42.37	242 35.85	168 24.89

In Bharatpur district 443 students admitted to Class I in 1977-78 were followed up till 1981-82. Of the 443 students 166 (37.47%) reached class V in 1981-82. The wastage works out to be 62.53%. If the objective of universalisation of elementary education is to be achieved, the schools will have to improve the holding power. How to reduce the wastage in education to the minimum is a real challenge to the educationists.

5.06 Incentive Schemes

The Government is very much concerned about the achievement of the objective of universalisation of elementory education. In order to being all children to school and to retain them in school, the government has offered various incentives. Provision of mid-day meals, supply of free uniforms, supply of free text books and stationery, attendance scholarships to girls and scholarships to S.C/ S.T. students are some of the most common incentives.

STATEMENT 5.24

Number and percentage of Schools offering various incentives

District	Total No. of schools	Mid-day meals	'Free Uniform	Free text books	Attendance Scholarshi to girls
Bharatpur	56	4 (7.14)	25 (44.64)	24 (42.86)	17 (30.36)
Dungarpur	457	254 (55.58)	373 (81.62)	300 (65.65)	41 (8.97)

Note : Figures in parentheses indicate percentages

Free supply of uniform and text-books were the most common incentives offered. The teachers in schools complained that usually the supply of books and uniforms for free distribution was received very late and at times this was received at the fag end of the academic session. Thus the very purpose of giving an incentive is defeated. Text-books and uniforms should as a rule be made available to the students at the start of the

the academic session. The most potent incentive is the mid-day meals programme. This incentive has a very high potential for attracting children to school as well as for retaining them in school. Four schools in Bharatpur district provided mid-day meals. In Dungarpur 55.58% schools offered mid-day meals programme.

Scholarships are given to SC/ST students studying in classes VI to VIII. In Bharatpur District 84 SC and 27 ST students enjoyed the benefit during 1981-82. The figures for Dungarpur district were 23 (S.C.) and 187(S.T.).

Majority of the schools did not supply the number of beneficiaries of the various incentive schemes.

5.07 **Teachers**

Qualifications of 1414 teachers posted in elementary schools located in the habitation predominantly populated by SC/ST were available. These included 151 (10.68%) women teachers. The number of ST teachers and SC teachers were 307(21.71%) and 30(208%) respectively. Their proportion was for less than the proportion of SC/ST in the population of the two districts understudy. The number of ST women teachers and SC women/teachers was very small. Untrained teacher constituted 18.46%. These percentages for male and female teachers were 15.91 and 39.74 respectively.

STATEMENT 5.25

Teachers in Elementary Schools

	Male Teachers		Female Teachers		Total		
	Trained	Untrained	Trained	Untrained	Trained	Untrained	Total
Total	1062	201	91	60	1153	261	1414
S.T.	235	57	4	11	239	68	307
S.C.	25	3	1	1	26	4	30

35(23.11%) women teachers as against 122(9.82%) male teachers were non-matriculates. These 157 teachers were underqualified to be teachers at the primary stage. 57 teachers were graduates with B.Ed. and 13 were post-graduates with B.Ed.

STATEMENT 5.26

Qualifications of Teachers

Qualifications	Male Teachers		Female Teachers		Total		
	Trained	Untrained	Trained	Untrained	Trained	Untrained	Tota
Under Middle	-	8	-	3	-	11	11
Middle Stage Pass	2	112	-	32	2	144	146
Matriculation	280	53	25	12	305	65	370
Hr.Sec./PUC/ Inter	550	28	52	7	602	35	637
Graduate	201	-	14	6	215	6	221
Post-Graduate	29	-	-	-	29	-	29
TOTAL	1062	201	91	60	1153	261	1414

It seems that a few educated males among SC/ST are attracted towards teaching profession-may be they can find better paid jobs with the parallel qualifications. There is a dearth of educated women among SC/ST communities. SC/ST girls studying at secondary stage should be offered teaching jobs and they should be got trained on government expences. The appointment of SC/ST women teachers in schools will have a multiplier effect on the enrolment of girls of the weaker sections of the society.

The untrained teachers should be deputed to teacher training courses. The non-tribal teachers appointed in schools in the tribal belt should be oriented to the tribal language and traditions customs of the area. In classes I and II medium of instruction should be local language/dilect.

Cost of Education

Even though education is free at the elementary stage in Rajasthan, the parents have to incur some expenditure on the education of their children for buying text-books and stationery and also for paying the amalgameted fund.

The annual estimated expenditure per child on the purchase of text-books and stationery is given below

STATEMENT 5.27

Estimated Cost on Text Books and Stationery

Class	Text-books	Stationery	Total
I & II	8.00	7.00	15.00
III	11.00	14.00	25.00
IV	13.00	14.00	27.00
V	13.00	14.00	27.00
VI	24.00	44.00	68.00
VII	24.00	44.00	68.00
VIII	28.00	44.00	72.00

The amalgameted fund has to be paid at the following rates.

Classes III to V - @ Rs.5/- annually
Class/es III to V for SC/ST children - @ Rs.2.50 annual
Class/es VI to VIII - @ Rs.23/- annually
Class/es VI to VIII for SC/ST children @ Rs.11.50 annual

People who cannot afford even one square meal a day can least afford the luxury of education of their children.

In order to reduce the cost of education, text-books should be given to all children in primary stage classes. Amalgameted fund should not be charged from

students studying in the elementary schools. These concessions would give a big relief to the poor parents.

5.09 Teachers' Opinionnaire

974 teachers filled in Teachers' opinionnaire. Of those 52 (5.34%) belonged to Scheduled Castes and 288(29.57%) belonged to Scheduled Tribes. The teachers were asked to tick whether they agreed or disagreed with the listed reason for dropping out of SC/ST children or they had 'no opinion' on the reason. The percentage of respondents agreeing or disagreeing with the reason or having no opinion on the reason are indicated in the table given below

STATEMENT 5.28

Percentages of teachers agreeing, disagreeing or having no opinion

Statement/Reason	Percentages of teachers who Agree	Having No opinion	Disagree
1	2	3	4
1. Parent cannot meet expenditure on education	75.62	4.36	20.02
2. Parents need their help in family occupations	80.59	10.67	8.74
3. Children are engaged in add jobs like cattle rearing, bringing water, collecting fuel, etc.	65.40	16.68	17.92
4. Children supplement the family income by working as domestic servents, unskilledlabourers in factories, etc.	50.17	12.46	37.37
5. Unhealthy school environment, inadequate physical facilities, poor school building, etc.)	26.05	10.40	63.55
6. Unfavourable attitude of community towards education	14.90	17.82	67.28
7. Over-crowded classes	36.08	9.57	54.35
8. Multiple class teaching (the teacher is teaching more than one class at a time).	53.13	12.64	34.23

Statement/Reasons	Percentages of teachers who Agree	Having No opinion	Disagree
1	2	3	4
9. Attitude of higher castes (in the community) towards the attending of school of SC/ST students	8.86	17.41	73.74
10. Ill-treatment of SC/ST students at the hands of fellow pupils belonging to higher castes	4.22	11.12	84.64
11. Ineffective teaching in schools	10.27	12.41	77.32
12. Attitude of teachers towards SC/ST students	9.70	13.50	76.80
13. School timings are not suitable	15.84	12.05	72.61
14. Lack of awareness of the gains of education among parents	55.73	15.34	28.93
15. Illeteracy in the community	64.77	10.69	24.54
16. Education not related to the needs of the community	47.18	13.43	39.39
17. Schooling facility is not available within a convenient walking distance	30.96	9.14	59.90
18. Deficiency in studies	32.15	15.21	52.62
19. Repeated failures discourage the students	38.32	9.08	52.59

The responses of teachers indicated that the major reasons for dropping-out of SC/ST students were mostly economic. Besides economic reasons multiple class teaching, lack of awareness of the gains of education among parents and illeteracy in the community were the reasons indicated by the teachers.

The respondents were asked to rank the three reasons out of the ninteen listed in the opinionnaire for the low enrolment in schools. The reasons ranked at No.-1,

No. - 2, and No.3 were given a score of 3, 2 & 1 respectively. On the basis of scores obtained on each reasons the reasons have been ranked below. The score on each reason is indicated in the bracket.

Rank	Reason
1.	Parents cannot meet expenditure on education (1095)
2.	Parents need their help in family occupations (1004)
3.	Children are engaged in odd jobs like cattle rearing, bringing water, collecting fuel, etc. (891)
4.	Illiteracy in the community (559)
5.	Lack of awareness of the gains of education among parents (510)
6.	Multiple class teaching (the teacher is teaching more than one class at a time) (406)
7.	Children supplement the family income by working as domestic servants, unskilled labourers in factories (294)
8.	Education not related to the needs of the community (192)
9.	Unhealthy school environment (inadequate physical facilities, poor school building, etc) (142) ~ 142
10.	Over-crowded classes (63)
11.	Repeated failures discourage the students (50)
12.	Ineffective teaching in schools (33)
13.	Deficiency in studies (32)
14.	Unfavourable attitude of community towards education (29)
15.	School timings are not suitable (22)
16.	Attitude of higher castes (in the community) towards the attending of school of SC/ST students (19)
17.	Schooling facility is not available within a convenient walking distance (15)
18.	Ill-treatment of SC/ST students at the hands of fellow students belonging to higher castes (10)
19.	Attitude of teachers towards SC/ST students (7)

The Headmasters of the elementary schools were asked to list three reasons for the low attendance of SC/ST students. Majority of the Headmasters have listed the following reasons :

1. The children have to help their parents in their occupations.

2. The children have to seek employment to supplement the income of the family.

3. The children have to attend to the household duties e.g. cattle rearing, collecting fuel, looking after younger brothers and sisters, etc.

4. The community in general and the parents in particular are illeterate and they do not realise the importance and gains of education. As such the parents are indifferent, at times hostile towards the education of their children.

5. The ill-health of the children prevents them from attending school.

6. The single teacher schools do not open regularly. As such the students fail to develop the habit of regular attendance.

7. Some of the less common reasons indicated by them are as follows :

   i) There is lack of contact between the school and the community in general and between the teachers and parents in particular.

   ii) The male folk in the villages have to move to cities and towns in search of employment. The women folk have no control over the children.

   iii) A good number of children belonging to SC and ST are first generation learners and there is none at home to help them in their studies. Their deficiency in studies creates a diataste for studies in them.

   iv) The children have to cover long distances to attend school

   v) The children are irregular in attendance because of had company.

   vi) The teachers are indifferent towards the students.

   vii) The children develop frustration because of repeated failures.

The Headmasters have suggested the following measures to improve attendance in schools. The following

measures have been suggested by a large number of headmasters:

1. Providing the following incentives
    - i) Provision of mid-day meals.
    - ii) Free Uniforms to needy children
    - iii) Free text-books and stationery
    - iv) Attendance scholarships
    - v) Prizes for regular attendance.
2. Reducing the pupil-teacher ratio—the teachers would be able to give individual attention to students.
3. Having Parent-Teacher Associations—there should be regular meetings of PTAs. Through these meetings the parents would be getting day-to-day information about their wards.
4. All the single teacher schools should be converted to two-teacher schools.
5. Schools should be provided in the habitation of residence. New schools should be opened in habitations which are predominantly populated by SC/ST.
6. The Adult Education Programme should be taken up in right earnest. It has been observed that the parents who are themselves educated take keen interest in the education of their wards.
7. The schools should have pre-primary classes or Agganwadis attached to them.
8. Panchayat Sammities should arrange fot the cattle rearing.
9. There should be regular medical check-up of students in the Primary Health Centres.
10. The teacher should try to know the reasons of absentism of every child in the school and also should help the child in solving his problems, if any.
11. The environment of the school should be improved. There should be provision of games and other extra curricular activities in the school.
12. Work experience in the school should be relevent to the occupations and crafts in the village.
13. The teachers should be oriented so as to have a favourable sympathetic and positive attitude towards their students.
14. The school vocations should be in tune with the

sowing and harvesting seasons. The [illegible] ours of the schools should be fixed keepin [illegible] view the local needs and conditions.

15. Remedial teaching should be arranged in schools for children who are deficient in studies,

Some of the headmasters suggested very harsh steps to improve the attendance. They suggested that there should be a low under which no child of the school - going age could be employed. Panchayats should penalise a parent who does not send his ward to school or whose ward is irregular in attendance. There should be legislation for compulsory elementany education. Penal action should be taken against these parents either who do not send their wards to school or whose wards are irregular in attendance.

5.10 Interviews

600 community members-300 from Bharatpur District and 300 from Dungarpur District, were interviewed to ascertain the reasons why the children in general and children belonging to SC/ST in particular either did not join school or dropped-out prematurely. Of the 600 interviewees 144(24.0%) were elected representatives like panch, Sarpanch, M.L.A., etc., 153 were educated landlords, shop-keepers, self-employed people, persons in service, etc; 131 were uneducated agriculture labourers, factory-workers, un-skilled labourers, etc. and classification of the remaining 172 interviewees was not available. Age-wise, 180 interviewees were of age 30 years or below 30, 191 were in the age-group 31-40 years, 130 in the age-group 41-50 and the remaining 98 were over 50 years. Qualification-wise, 102 interviewees were illiterate who could neither read nor write, 127 were primary stage pass,

89 middle stage pass, 98 high school pass, 32 intermediate/ higher secondary pass, 18 were graduates and six were post-graduates, 152 interviewees belonged to Scheduled Castes and 232 belonged to Scheduled Tribes.

It is our constitutional obligation to get all children upto the age of 14 years enrolled in schools. It is observed that a large number of children who should have been in school are not attending school. Most of them did not join tha school at all. In order to ascertain the reasons why the children did not join school, the interviewees were asked to give three reasons. The reasons given by them are listed below. The figures in the parentheses indicate the number of interviewees giving that reason:

1. Poor financial position of the family (400)
2. Lack of educational environment in the community in general and at home in particular (364)
3. Children have to do house-hold jobs like bringing water, collecting wood, cattle rearing, looking after younger brothers/sisters, etc. (356)
4. Helping parents in family occupations (125)
5. Lack of interest in education among children (59)
6. Parents are unaware of the gains of education (46)
7. Absence of vocational bias in education (39)
8. Lack of schooling facilities in the village/distance of the school from home (34).

Unsuitable school timings, high pupil-teacher ratio, existance of single teacher schools, large family size, lack of facilities in schools, unemployment among the educated, children employment, etc. are some of the

other reasons given by the interviwees.

Interviwees were also asked to give reasons why the SC/ST children did not join school. The reasons given were the same as have been listed above.

There is a lot of wastage in education. Of the 100 children admitted in class I, about 40 reach class V. The goal of universalisation cannot be achieved unless we achieve the universal retention. The children who join school either should continue in school till they attain the age of 14 years or till they complete the school stage. Interviwees were asked to given three reasons why the children dropped-out prematurely. The reasons given by them are listed below. The figures in parentheses indicate the number of interviwees giving that reasons.

1. Poor financial position of the family (435)
2. Early marriage (191)
3. Children get employed (160)
4. Children have to do household jobs like bringing water, collecting wood, cattle rearing, looking after younger brothers/sisters, etc. (144).
5. Repeated failures (141)
6. Helping parents in their occupations (109)
7. Lack of educational environment in the community in general and at home in particular (82)
8. Lack of interest in education among children (66)
9. Distance of school from home (59)
10. Absence of vocational bias in education (55)
11. Bad company (47).

Unsuitable school timings, longer school hours, non-availability of separate schools for girls, ill-treatment of SC/ST students by teachers, long absence of

parents from home, etc., are some of other reasons given by the interviwees.

Incentives

The interviwees suggested the following incentives and measures for getting universal enrolment and universal retention.

1. Provision of Mid-day meals, free text-books and stationery for all students
2. Free School uniforms to the needy
3. Merit cum maintenance scholarships for at least 20% of the students irrespective of caste and creed.
4. Lump sum money as prize to students who show good result.
5. Free conveyance to school
6. Free medical facilities to school-going children
7. More emphasis on crafts/vocational courses
8. Provision of games material in schools
9. Provision of educational tour atleast once a year
10. Provision of part-time education
11. Subsidised hostel facility

There are children who are of school-going age but are not attending school because of certain reasons. The interviwees were asked to suggest ways of providing some education to such children. 310(51.7%) interviwees suggested the establishment of non-formal education centres. A few suggested the introduction of part-time education in schools. While a few suggested that such children might be allowed to attend Adult Literacy Centres.

In reply to the question when should the classes be held, 337(56.2%) interviwees preferred night

classes, 171(28.5%) were for evening classes and a few wanted the classes to be held in the afternoon. They were of the view that girls were free in the afternoon. 243(40.5%) interviwees wanted that teaching hours per week should be 12 and 221 (36.8%) were for more than 12 hours.

516 (86.0%) interviwees were of the view that the children should be taught three R s, while the rest wanted that syllabus of the primary stage should be followed in the teaching centres of these children.

CHAPTER VI

MAIN FINDINGS AND RECOMMENDATIONS

1.0 Habitations

1.1 In Dungarpur district 595 habitations were identified to be habitations predominantly populated by S.T. Eadh of these habitations had S.T. population 50% or more. The total population of these ~~of~~ habitations was 451478. There was no S.C. habitation in Dungarpur district. The average population of a habitation was 758.

.2 In the New Bharatpur district, there were 80 S.C. and 21 S.T. habitations. The total population of these habitations was 57272. The average population of a habitation was 567.

.0 Educational Facilities

2.1 In Dungarpur district 408(68.57%) habitations accounting for 87.85% population of all habitations (595) had facility for primary stage within the habitation of residence, 466 (78.32%) habitations accounting for 90.66% population had facility for primary stage upto a distance of 1 km.

2.2 In Bharatpur district, 57(56.44%)habitations accounting for 81.45% population of 101 habitations had the facility for primary stage within the habitation of residence. 77(76.24%) habitations covering 91.70% population had the facility up to a distance of 1 km.

2.3 In Dungarpur district, 55(9.24%) habitations had the facility for middle stage within the habitation of residence and 268(45.04%) had upto a distance of 3 km. Population-wise 26.73% population had the facility within the habitation of residence and 55.69% had within a distance of 3 km.

2.4 In Bharatpur district, 12 S.C. and S.T. habitations covering 40.00% population in 101 habitations, had the facility for middle stage within the habitation of residence. 76 (75.25%) habitations accounting for 83.16% population had the facility for middle stage within a distanc

of 3 km.

2.5 A few habitations had NFE Centres. In Dungarpur district 58(9.75%) habitations had NFE centres of primary level with an enrolment of 1309. 49 habitations (8.24%) had NFE Centres of upper primary level with an enrolment of 1135.

2.6 In Bharatpur district, 10(9.90%) habitations had NFE Centres of primary level having an [illegible] Enrolment of 349. Eight (7.92%) habitation had NFE Centres of upper primary level with an enrolment of 259.

3.0 Schools

3.1 In Dungarpur district there were 436 primary and 21 middle schools in 595 habitations. There was one middle school for every 21 primary schools. Two middle schools were exclusively for girls.

3.2 Bharatpur district had 48 primary schools and 8 middle schools in 101 habitations. There was one middle school against six primary schools. All the middle schools were co-educational.

4.0 Facilities in Schools

4.1 In Dungarpur district 14 primary schools were without building.

4.2 In Bharatpur district 10 primary schools were without building.

4.3 Middle schools were better placed than the primary schools on the availability of facilities.

4.4 In Dungarpur district 63(14.45%) primary school had Science Kits.

4.5 In Bharatpur district 4(8.33%) primary schools had Science kits.

4.6 Urinals were not available in most of the schools. 6.42% primary schools in Dungarpur district and 2.08%

in Bharatpur district had urinals. Position was a little better in respect of middle schools. 23.91% middle schools in Dungarpur and 12.50% in Bharatpur district had the facility. In Dungarpur district only one middle school had separate urinals for girls and in Bharatpur district also, there was one such school.

4.7 Schools in Bharatpur district were better placed than the schools in Dungarpur on the availability of mats/furniture for students.

4.8 9.40% primary schools in Dungarpur district and 8.33% in Bharatpur district had adequate number of usable black-boards.

4.9 Around one-fifth primary schools in Dungarpur and Bharatpur district, had school library and majority of these schools had 100 books or less than 100.

5.0 Enrolment

5.1 The enrolment goes on decreasing as we move from class I to class VIII. The enrolment of class III is very disproportionate to the combined enrolment of classes I and II. It seems that many children leave school either in class I or in class II.

5.2 Children in general and girls in particular usually do not go to a school located in a village other than the village of residence. 89.84% students in classes I-V in Bharatpur district and 96.22% in Dungarpur belonged to the village in which the school was located. For classes VI-VIII, the figures were 80.33% for Bharatpur district and 82.58% for Dungarpur district.

5.3 The enrolment of girls was very low. Girls constituted 18.14% of the enrolment in classes I-V in Bharatpur district and 25.30% in Dungarpur district. These

percentages for classes VI-VIII were 6.13 for Bharatpur district and 20.40% for Dungarpur district.

5.4 The enrolment of S.C./S.T. in primary classes compared favourably with the population of these communities in the habitations under study. But the enrolment of SC/ST for classes VI-VIII was on the lower side. The enrolment of girls in classes VI-VIII was very low and it was less than 5% of the total enrolment VI-VIII in both the districts.

5.5 The average daily attendance in schools was satisfactory. It was the lowest (77.22%) in respect of SC/ST boys in Dungarpur district

5.6 The pass percentage was high. It might be due to the non-detention policy in the primary classes and liberal promotion policy in middle stage classes.

5.7 In 45.83% primary schools in Bharatpur district and 50.56% in Dungarpur district, the pupil-teacher ratio was more than 50%

5.8 Of the 100 children admitted to class I in 1977-78, 37.47 in Bharatpur and 24.89 in Dungarpur reached class V in 1981-82.

6.0 Incentive Schemes

6.1 The following incentive schemes were operative in schools:

1. Free text books
2. Free uniforms
3. Mid-day meals
4. Free stationery
5. Attendance scholarships to girls
6. Scholarships to S.C./S.T. students

6.2 The most popular incentive was distribution of text-books. Another popular incentive was distribution of uniforms to needy students. Four (7.14%) schools in Bharatpur

district and 254 (55.58%) schools in Dungarpur district had mid-day meals programme.

6.3 There was a common complaint that uniforms and text-books for free distribution were received very late. The very purpose of giving the incentive gets defeated. Text-books and uniforms should be made available to students in the beginning of the session.

7.0 Teachers

7.1 There were 151 'Women Teachers in schools and they constituted 10.68% of total teachers. S.C. and S.T. teachers constituted 2.08% and 21.71% of the teaching staff.

7.2 18.46% teachers were untrained. Among women 39.74% teachers were untrained.

7.3 157 teachers were graduates with B.Ed. and 13 teachers had post-graduate degree with B.Ed.

8.0 Cost on Education

8.1 The annual estimated expenditure on text-books and stationery ranged from Rs.15/- in class I to Rs.72/- in class VIII.

8.2 No tution fee was changed from students studying in classes I to VIII in Government and private aided schools.

8.3 The students had to pay annually at the rate of Rs.5/- in classes III, IV and V and at the rate of Rs. 23/- in classes VI,VII and VIII as fund. The S.C./S.T. students had to pay at half the rates.

9.0 Reasons for Drop-out.

9.1 The teachers were asked to give three ranked reasons for drop-out of children pre-maturely. The ranked reasons were given weights. The following are the

first five ranked reasons on the basis of composite scores.

i) Parents cannot afford expenditure on education

ii) Parents need their help(children's help) in family occupations

iii) Children are engaged in odd jobs like cattle rearing, bringing water, collecting fuel, etc.

iv) Illeteracy in the community

v) Lack of awareness of the gains of education among parents.

9.2 Some of the reasons given by headmasters for the low attendance of SC/ST students are:

i) The children have to help their parents in their occupations.

ii) The children have to seek employment to supplement the family income

iii) The children have to attend to the house-hold duties e.g. Cattle rearing, collecting fuel, looking after younger brothers and sisters, etc.

iv) Illeteracy in the community and parents and lack of awareness of the gains of education

v) The ill health of children prevents them from attending school.

9.3 The headmasters suggested the following measures to improve attendance in schools.

i) Providing incentives-mid-day meals, free-uniforms, free text-books and stationery, attendance scholarships to girls, prizes for regular attendance etc.

ii) Reducing the pupil-teacher ratio so as to give individual attentive to children

iii) Activising Parent Teacher Associations

10.0 Opinions of the community members

10.1 Some of the reasons as given by the community members as to why the children do not join school are:

i) Poor financial position of the family

ii) Lack of educational environment in the community in general and at home in particular

iii) Children have to do house-hold jobs like bringing water, collecting wood, cattle rearing, etc

iv) Helping parents in occupations

v) Lack of interest in education among children

10.2 Some of the reasons given by the community members for the drop-out of children are:

i) Poor financial position of the family

ii) Early marriage

iii) Children get employed

iv) Children have to do household jobs

v) Repeated failures

10.3 Measures/incentives for universal enrolment/retention suggested by community members:

i) Incentive scheme: Mid-day meals, free uniforms, free text-books, free stationery, attendance scholarships to girls and SC/ST students, etc.

ii) Free conveyance to school

iii) Free medical facilities to children

iv) Subsidised hostel facility

v) Merit cum means scholarships for at least 20% of the students.

RECOMMENDATIONS

I Educational Facilities

i) All unserved habitations with population 300 or more should be provided primary schools immediately and unserved habitations with

population 200 or more but less than 300 should be provided primary schools in a phased way.

ii) All villages both with school and without school should be provided non-formal education centres. This would enable children who cannot attend regular schools because of some reasons to have some education.

iii) When there is a choice of opening one school in between a Harijan Basti and Non-Harijan Basti, the school should be opened in a Harijan Basti.

iv) The number of middle schools is very disproportionate to the number of primary schools. More middle schools need to be opened. There should be one middle school for every three primary schools.

v) There should be provision of part-time middle stage education for girls. The existing primary schools may run part-time middle stage classes for girls in the after-noon. The teachers could be paid suitable honorarium for running such classes.

vi) It may not be economically viable to provide separate middle schools for girls. There should be at least one women teacher on the staff of the school to look to the interests and problems of girls.

Physical Facilities

i) Every primary school should have school building. There should be at least two rooms for instructional purposes.

ii) All schools should be provided adequate number of usable black boards.

iii) All schools should be provided maps and charts to be used by teachers to make teaching-learning interesting, fruitful and effective.

iv) All schools should have adequate mats/furniture for students.

v) Every co-educational school should have separate

urinals/lavotory for girls.

III Incentives

i) The incentive of mid-day meals is the most potent and effective incentive. It is helpful in motivating the children to join school and to continue in school.

ii) All students irrespective of caste/community should be provided text-books and stationery free.

iii) The needy students both boys and girls should be supplied two uniforms free a year.

iv) All S.C./S.T. students should be given stipends from class III onwards.

v) All the girls students should be given attendance scholarships.

vi) The text-books and uniforms should be made available to students at the beginning of the academic session.

vii) No funds what-so-every should be charged from students studying in the elementary classes.

IV Teachers

i) In a school located in a Harijan Basti, preferably a S.C. teacher should be posted. He is very sympathetic towards the S.C. students.

ii) In a tribal area, S.T. teacher should be posted. Such a teacher would be able to teach the children in the local dilect. If such teachers are not available, than the teachers to be posted in tribal schools, should be properly oriented in the local dilect.

iii) There should be atleast two teachers in every primary school. One of these should be a woman teacher.

iv) The pupil-teacher ratio in a school should not exceed 40.

v) Majority of the S.C./S.T. children are first generation learners. They need to be helped in studies. There should be provision of supervised study in schools. If need be, remedial classes in various subject areas may be held. Such classes could be held after school hours and suitable honorarium should be paid to teachers.

vi) The teachers of the schools ~~who~~ which show appreciable holding power, should be suitably rewarded and their services should be recognised and appreciated.

राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद : नई दिल्ली

"राजस्थान में अनुसूचित जातियों अनुसूचित जन जातियों के
के लिए शिक्षा की सुविधाओं का सर्वेक्षण

बस्ती सूचना-प्रपत्र

भरने के लिए निर्देश :-

यह सर्वेक्षण मुख्यत: अनुसूचित तथा अनुसूचित जन जाति आबादी की यों में, प्राथमिक और माध्यमिक शिक्षा सुविधाओं की जानकारी के किया जा रहा है । इस बस्ती की सही सूचना प्राप्त करने के लिए का सक्रिय सहयोग अपेक्षित है । कृपया निम्नलिखित निर्देशों के अनुसार हुए प्रपत्र को भरें । "

जिस बस्ती में विद्यालय है, उसके संबंध का प्रपत्र उस विद्यालय के प्रधानाध्यापक, ग्राम पंचायत के स्थानीय पदाधिकारी के सहयोग से भरेंगे । प्रपत्र पर बस्ती के विद्यालय के प्रधानाध्यापक हस्ताक्षर करेंगे । जिस बस्ती में विद्यालय नहीं है उसका प्रपत्र निकटस्थ बस्ती के विद्यालय के प्रधानाध्यापक, संबंधित ग्राम पंचायत के स्थानीय पदाधिकारी के सहयोग से भरेंगे और अपने हस्ताक्षर करेंगे ।

मद संख्या 1 से 7 तक कार्यालय में ही भरे जायेंगे ।

मद संख्या 8 में बस्ती की 30•9•82 की वास्तविक जनसंख्या देनी है । यदि 30•9•82 की वास्तविक जनसंख्या उपलब्ध है तो वह भरें, अन्यथा 30•9•82 की अनुमानित जनसंख्या के आँकड़े दीजिए ।

मद संख्या 10; 11, 12, 13 :-

दूरी :- विद्यालय तथा बस्ती के बीच की दूरी वह दूरी कहलायेगी जो बस्ती के केन्द्रीय बिन्दु से विद्यालय तक सुविधाजनक चलायमान दूरी होगी । जैसे - यदि कोई विद्यालय तथा बस्ती किसी नदी के आर-पार स्थित हैं, तो विद्यालय तथा बस्ती में वास्तविक दूरी वह होगी जो पुल ब्रिज के ऊपर से गुजरकर तय की जाएगी । नदी को सीधे ही पार करने में तय की गई दूरी वास्तविक दूरी नहीं कहलायेगी ।

"राजस्थान में अनुसूचित जातियों/अनुसूचित जन-जातियों के लिए शिक्षा की सुविधाओं का विकास"

[illegible] - 1

बस्ती सूचना-पत्र

(मुख्यतः अनुसूचित जाति/जनजाति [illegible] के लिए)

1. बस्ती का नाम --
2. बस्ती संख्या --
(अखिल भारतीय चतुर्थ शिक्षा सर्वेक्षण के अनुसार)
3. ग्राम का नाम --
4. ब्लाक --
5. जिला --
6. राज्य --
7. 30.9.78 को कुल जनसंख्या --
(चतुर्थ सर्वे के अनुसार)
8. 30.9.82 को वास्तविक/अनुमानित संख्या :-
    1. कुल जनसंख्या --
    2. अनुसूचित जाति के लोगों की संख्या --
    3. अनुसूचित जनजाति के लोगों की संख्या --
9. बस्ती में मान्यता प्राप्त विद्यालयों की संख्या :-

विद्यालय किस प्रकार का है	विद्यालयों की संख्या			विद्यालय किस कक्षा से किस कक्षा तक है।
	बालकों के लिए	बालिकाओं के लिए	सहशिक्षा	
1. पूर्व-प्राथमिक (बालवाड़ी आदि सहित)				
2. प्राथमिक				
3. माध्यमिक				
4. उच्च-माध्यमिक				
5. उच्चतर माध्यमिक या समकक्ष				

10. अ. क्या बस्ती में प्राथमिक कक्षाओं की सुविधा उपलब्ध है ?

हाँ/नहीं

ब. यदि नहीं, तो निकटतम प्राथमिक कक्षाओं वाले [illegible] बस्ती की निम्न सूचना दीजिए :-

1. विद्यालय का नाम --

2. उस बस्ती का नाम जहाँ यह विद्यालय स्थित है ---------------

3. इस विद्यालय की आपकी बस्ती से दूरी ----------------(कि॰मी॰)

4. क. क्या बस्ती और विद्यालय के मध्य कोई प्राकृतिक रुकावट है ?
हाँ/नहीं

ख. यदि हाँ, तो रुकावट का नाम ---- -- - -------
(पहाड़, दलदल, नदी, वन या अन्य कोई)

अ. क्या बस्ती में माध्यमिक कक्षाओं की सुविधा उपलब्ध है ? हाँ/नहीं

ब. यदि नहीं, तो निकटतम माध्यमिक कक्षाओं वाले विद्यालय तथा उस बस्ती की निम्न सूचना दीजिए :-

1. विद्यालय का नाम --------------------

2. उस बस्ती का नाम जहाँ यह विद्यालय स्थित है---------------

3. इस विद्यालय की आपकी बस्ती से दूरी -------------(कि॰मी॰)

4. क. क्या बस्ती और विद्यालय के मध्य कोई प्राकृतिक रुकावट है
हाँ/नहीं

ख. यदि हाँ, तो रुकावट का नाम -----------------------
(पहाड़, नदी, दलदल, वन या अन्य कोई)

अ. क्या बस्ती में 6 वर्ष से 14 वर्ष के नीचे तक के बच्चों के लिए अनऔपचारिक शिक्षा (नान फॉरमल एजूकेशन) का केन्द्र है ? हाँ/नहीं

ब. यदि हाँ, तो केन्द्र में छात्रों की 30.9.1982 की संख्या दीजिए :-

में	छात्रों की संख्या								
	बालक			बालिकाएं			योग		
	कुल	अ॰जा॰	अ॰ज॰जा॰	कुल	अ॰जा॰	अ॰ज॰जा॰	कुल	अ॰जा॰	अ॰ज॰जा॰
	2	3	4	5	6	7	8	9	10
1 वर्ष									
4 वर्ष									

यदि केन्द्र नहीं है, तो 6 वर्ष से 14 वर्ष के नीचे की आयु के बच्चों के लिए अनौपचारिक शिक्षा केन्द्र कितनी दूरी पर स्थित है ?

-----------(कि॰मी॰)

13 (ब) उन सभी बस्तियों का विवरण [illegible] से 3 किलोमीटर की दूरी या उससे कम दूरी पर बसी है –

बस्ती का नाम	ग्राम का नाम जिसके अंदर यह बस्ती है।	क्या वह बस्ती मुख्यत: अ0जा0/अ0ज0जा0 की है ? x	बस्ती की 31.3.82 को [illegible]	[illegible] (1981)	xx बस्ती को प्राथमिक कक्षायें कितनी दूरी पर उपलब्ध हैं (कि0मी0)	xx इस बस्ती को माध्यमिक कक्षायें कितनी दूरी पर उपलब्ध हैं (कि0मी0)
1	2	3	4	5	6	7
1.						
2.						
3.						
4.						
5.						
6.						

नोट :-

x जिन बस्तियों में अ0जा0/अ0ज0जा0 के लोगों की संख्या बस्ती की कुल आबादी का 50 प्रतिशत या उससे अधिक है, उसको मुख्यत: अ0जा0/अ0ज0जा0 की बस्ती कहेंगे।

xx यदि बस्ती में प्राथमिक/माध्यमिक कक्षाओं की सुविधा उसी बस्ती में ही उपलब्ध है तो दूरी को शून्य [illegible]।

(ब) बस्तियों के बीच का [illegible] दूरी [illegible] (कि0मी0) में

बस्ती 1 से बस्ती 2 की दूरी ------------------
बस्ती 1 से बस्ती 3 की दूरी ------------------
बस्ती 1 से बस्ती 4 की दूरी ------------------
बस्ती 1 से बस्ती 5 की दूरी ------------------
बस्ती 2 से बस्ती 3 की दूरी ------------------
बस्ती 2 से बस्ती 4 की दूरी ------------------
बस्ती 2 से बस्ती 5 की दूरी ------------------
बस्ती 3 से बस्ती 4 की दूरी ------------------
बस्ती 3 से बस्ती 5 की दूरी ------------------
बस्ती 4 से बस्ती 5 की दूरी ------------------

नोट : 1. बस्ती की क्रम संख्या [illegible]।
2. [illegible]

नोट: 1. बस्ती की क्रम संख्या 13 ‖अ‖ से लेना है।

2. 13 ‖अ‖ के अनुसार यदि कोई दूरी नहीं दी जा सकती तो खाली छोड़ दें। जैसे:-मानली जिए 13 ‖अ‖ में केवल तीन बस्तियां हैं तो बस्ती 1 की 4 से दूरी, 1 से 5 की दूरी बस्ती 2 की 4 से दूरी, बस्ती 2 की 5 से दूरी, बस्ती 3 की 5 से दूरी बस्ती 4 की 5 से दूरी नहीं लिखी जा सकती।

हस्ताक्षर
प्रधानाध्यापक

राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद्, नई दिल्ली

''राजस्थान में अनुसूचित जातियों/अनुसूचित जनजातियों के लिए शिक्षा की सुविधाओं का सर्वेक्षण ''

विद्यालय सूचना-पत्र

प्रपत्र भरने के लिए निर्देश (मान्यता प्राप्त विद्यालयों के प्रधानाध्यापकों के लिए):-

यह सर्वेक्षण मुख्यतः अनुसूचित तथा अनुसूचित जनजाति की आबादी की बस्तियों प्राथमिक और माध्यमिक शिक्षा सुविधाओं की जानकारी के लिए किया जा रहा है। पके विद्यालय की सही सूचना प्राप्त करने के लिए आपका सक्रिय सहयोग अपेक्षित है। था निम्नलिखित निर्देशों के अनुसार दिया हुए प्रपत्र को भरें।

भी सूचनाएँ 30-9-82 की स्थिति के अनुसार भरी जायेंगी, सिर्फ उन मदों को छोड़कर हाँ अन्य तिथि /अवधि दी हुई है।

कुछ मदों में संभावित वैकल्पिक उत्तर उनके सामने लिखे गये है। अपने विद्यालय से बंधित सही उत्तर के सामने के प्रकोष्ठ में केवल एक उत्तर पर ही सही(✓) चिन्ह लगायें। कुछ प्रश्नों में जहाँ पर निर्देश दिया हुआ है, एक से अधिक उत्तरों पर भी सही का निशान लगाए जा सकते है।

मद संख्या 9-

एक वर्ग (कक्षा) में एक से अधिक उपवर्ग (सैक्शन) हो सकते है, वैसी स्थिति में उप-वर्गों की कुल संख्या दीजिए।

मद संख्या 10 —

जिस विद्यालय के सभी वर्गों मे बालकों का नामांकन होता हो और लड़कियों का नामांकन कुछ ही वर्गों में होता हो, उसे ''बालक-विद्यालय'' कहा जायेगा। उसी प्रकार यदि किसी विद्यालय के सभी वर्गों में लड़कियों का नामांकन होता हो और लड़कों का नामांकन कुछ विशेष वर्गों मे ही होता हो, उसे 'बालिका-विद्यालय' माना जायेगा। जिस विद्यालय के सभी वर्गों में बालक-बालिका दोनों का नामांकन होता हो उसे सह-शिक्षा का विद्यालय कहा जायेगा।

—

मद संख्या 11 —

ऐसे सभी विद्यालय जो [illegible] सरकार, [illegible] सरकार, लोक प्रशासन और स्वायत्त [illegible] द्वारा [illegible] के [illegible] कुल व्यय सरकार वहन करती है, [illegible] विद्यालय [illegible] जायेंगे । [illegible] विद्यालय जो नगर निगम, नगर पालिका, [illegible], जिला परिषद्, पंचायत समिति आदि द्वारा [illegible] है, [illegible] जायेंगे ।

मद संख्या 12 (ख)

1. [illegible] विद्यालय [illegible] की होती है वह भवन स्थायी कहलायेगा ।
2. [illegible], [illegible] का प्रयोग हुआ हो [illegible] भवन माना [illegible] ।
3. [illegible] सीमेंट, लोहा/ [illegible] भवन [illegible] ।

मद संख्या 19 (ग)

[illegible] है, [illegible] एक [illegible] जायेगा ।

मद संख्या 22 (2)

[illegible] उन [illegible] अल्पाहार के [illegible] ।

मद संख्या 23 (2)

[illegible] सफलतापूर्वक पूरा किया है ।

मद संख्या 27 (1)

[illegible] जो [illegible] 77-78 [illegible] विद्यार्थियों के बारे में स्तंभ 2 में उचित [illegible] सूचना आवेगी जो स्तंभ 2 के अनुसार 77-78 [illegible] हुए हैं [illegible]

स्तंभ 4 में उन विद्यार्थियों की सूचना आवेगी जो स्तंभ 3 के अनुसार 78-79 में दूसरी कक्षा में पास हुए है । स्तंभ 5 में उन विद्यार्थियों की सूचना आवेगी जो स्तंभ 4 के अनुसार 79-80 में तीसरी कक्षा में पास हुए है । स्तंभ 6 में उन विद्यार्थियों की सूचना आवेगी जो स्तंभ 5 के अनुसार 80-81 में चौथी कक्षा में पास हुए है । और अन्त में, स्तंभ 6 में सूचना भरेंगे ।

11. मद संख्या 28

स्तंभ 2 में, कक्षा प्रथम में 'छात्रों की संख्या' में -- उसी कक्षा में फेल हुए और नये दाखिल विद्यार्थियों की संख्या आ जायेगी । अन्य कक्षाओं में उसी कक्षा में फेल होने वाले, नीचे की कक्षा से पास होकर आने वाले और नए दाखिल विद्यार्थियों की संख्या दी जायेगी ।

स्तंभ 3 में, सत्र 1981-82 (वार्षिक परीक्षा 82) में कक्षा प्रथम से कक्षा दूसरी में पास हुए विद्यार्थियों की संख्या देनी है ।

स्तंभ 4 में, उन छात्रों की संख्या देनी है जो बीच में बिना कहे छोड़ गये है और जिनका नाम काट दिया गया है और जिन्होंने दोबारा दाखिला नहीं लिया है ।

स्तंभ 5 में, उन छात्रों की संख्या देनी है जो टी०सी० लेकर विद्यालय छोड़ गये है ।

स्तंभ 6 में, वार्षिक परीक्षा 1982 में फेल हुए छात्रों की संख्या देनी है । इसी तरह से कक्षा 2, 3, 4, 5, 6, 7, तथा 8 के लिए सूचना देनी है ।

12. मद संख्या 29

यदि विद्यालय में एक ही अध्यापक (सिंगिल टीचर स्कूल) है तो सभी कक्षाओं का अध्यापन कार्य वे कैसे करते है? इसका विवरण संक्षिप्त (चार-पाँच पंक्तियों) में दें ।

''राजस्थान में अनुसूचित जातियों/अनुसूचित [illegible]
शिक्षा की सुविधाओं का अध्ययन''

विद्यालय सूचना पत्र

विद्यालय का नाम - - - - - - - - - - -

[illegible] का नाम - - - - - - - - - - - - - - -

ग्राम का नाम - - - - - - - - - - - - -

[illegible] - - - - - - - - - - - - - - -

ब्लाक - - - - - - - - - - - - -

जिला - - - - - - - - - - - - -

वर्ष जिसमें विद्यालय स्थापित हुआ ---

(1) प्राथमिक कक्षाएँ कब प्रारंभ हुई - - - - - - - -

(2) यदि माध्यमिक कक्षाएँ भी है तो कब प्रारंभ हुई - - - - - - - - -

विद्यालय में पढ़ाई जाने वाली कक्षाएँ

कक्षा - - - - - - - - - - - - - से कक्षा - - - - - - - -

विद्यालय में कक्षाओं की संख्या (उपवर्ग सहित) - - - - -

किस प्रकार का विद्यालय है

(क) सिर्फ बालकों के लिए ( )

(ख) सिर्फ बालिकाओं के लिए ( )

(ग) सहशिक्षा ( )

विद्यालय का प्रबन्ध

(क) सरकार द्वारा ( )

(ख) स्थानीय समिति द्वारा ( )

(ग) निजी (सहायता प्राप्त) ( )

(घ) निजी (बिना सहायता प्राप्त) ( )

विद्यालय का भवन

(1) क्या विद्यालय का भवन है ?

हाँ ( )

नहीं ( )

(2) यदि हाँ, तो क्या पूरा भवन या भवन [illegible]

(1) अपना है ( )

(2) किराये पर है ( )

(3) बिना किराये के [illegible] ( )

(3) क्या [illegible] पूरा भवन या भवन का मुख्यतः भाग [illegible]

कच्चा है ? ( )

पक्का है ? ( )

मिश्रित है ? ( )

(4) शैक्षिक कार्य में प्रयोग होने वाले कमरों की संख्या [illegible]

(5) यदि 12(1) में उत्तर 'नहीं' है, तो [illegible]

(इस प्रश्न में एक से अधिक उत्तरों पर [illegible]

(क) खुले मैदान में ( )

(ख) तम्बुओं में ( )

(ग) टिन शेड में ( )

(घ) झोपड़ी में ( )

(ङ) धार्मिक स्थान में ( )

(च) ग्राम पंचायत घर में ( )

(छ) धर्मशाला/चौपाल में ( )

(ज) अन्य किसी स्थान में —

(कृपया लिखिये)

13. क्या विद्यालय में खेल के मैदान की सुविधा है ?

हाँ ( )
नहीं ( )

14. छात्रों के लिए फर्नीचर की पर्याप्तता ....

(1) बेंच/डेस्क ....छात्रों के लिए पर्याप्त हैं।
(2) टाट-पट्टी ....छात्रों के लिए पर्याप्त है।

15. (अ) क्या विद्यालय प्रांगण में पीने के पानी की सुविधा उपलब्ध है ?

हाँ ( )
नहीं ( )

(ब) यदि हाँ, तो पीने के पानी की सुविधा कहाँ से उपलब्ध है ?

(1) विद्यालय प्रांगण में कुएं से ( )
(2) पानी की टंकी से ( )
(3) हाथ के नल से ( )
(4) विद्यालय में पानी बाहर से
लाकर एकत्र किया जाता है ( )

16. क्या विद्यालय में पेशाबघर/शौचालय है ?

हाँ ( )
नहीं ( )

यदि हाँ, तो क्या छात्राओं के लिए अलग प्रबंध है ?

हाँ ( )
नहीं ( )

17. क्या विद्यालय में अभिभावक-शिक्षक समिति है ?

हाँ ( )
नहीं ( )

18. विद्यालय के समय क्या हैं ?

गर्मियों में .... से .... तक
सर्दियों में .... से .... तक

19. विद्यालय में उन श्यामपट्टों की संख्या जिनका प्रयोग किया जा सकता है ....

20. विद्यालय में इन उपकरणों की संख्या जो कार्यशील अवस्था में है ?

उपकरण	संख्या
(1) नक्शे	-----
(2) ग्लोब	-----
(3) विज्ञान के लिए किट (प्राईमरी किट)	-----
(4) चार्ट	-----
(5) फिल्म स्ट्रिप प्रोजेक्टर	-----
(6) रेडियो	-----
(7) अन्य कोई -------------	

(कृपया नाम लिखिये)

21. (अ) क्या विद्यालय में पुस्तकालय है ?

हाँ ( )
नहीं ( )

(ब) यदि हाँ, तो 30.9.82 को पुस्तकालय में पुस्तकों की संख्या ....
(स) सितम्बर 1982 के महीने में छात्रों को दी गई पुस्तकों की संख्या ....

22. (अ) क्या विद्यालय में हस्तकला/कार्यानुभव की उत्पादक कार्य पढ़ाने की सुविधा है ?

हाँ ( )
नहीं ( )

(ब) यदि हाँ, तो क्या वह स्कूल शिक्षा के रूप में पढ़ाये जाते हैं ?

हाँ ( )
नहीं ( )

22.(ख) विद्यालय में जो हस्तकला/समाजोपयोगी उत्पादन कार्य पढ़ाए जाते हैं उन पर निशान लगाइए:-

हस्तकला/समाजोपयोगी उत्पादन कार्य — कक्षाएँ जिनमें लागू है

1) कताई ( ) ------------

2) बुनाई ( ) ------------

3) बागवानी ( ) ------------

4) सिलाई ( ) ------------

5) लकड़ी का काम ( ) ------------

6) गत्ते का काम/
कागज के फूल
आदि बनाना ( ) ------------

7) अन्य कोई नाम
(कृपया नाम लिखिये) ------------

3, शिक्षकों का विवरण --------

(1) स्वीकृत शिक्षक पदों की संख्या ------

(2) वास्तव में कुल कार्यरत शिक्षकों की संख्या ----

क्षक	पूर्ण-कालिक		अंश-कालिक	
	प्रशिक्षित	अप्रशिक्षित	प्रशिक्षित	अप्रशिक्षित
रुष				
हिला				

(अ) अनुसूचित जाति के शिक्षकों की संख्या ------------

(ब) अनुसूचित जनजाति के शिक्षकों की संख्या ------------

24. 30-9-82 को छात्र संख्या:-

ा	बस्ती से विद्यालय में आने वाले छात्रों की संख्या		कुल छात्र संख्या		अनुसूचित जाति के छात्रों की संख्या		अनुसूचित के छा संख्या	
	बालक	बालिकाएं	बालक	बालि	लक	बालिकाएं	बालक	बा ए
	2	3	4	5	6	7	8	
ली								
सरी								
ीसरी								
थी								
ांचवी								
ठी								
ातवी								
ाठवी								
ोग								

25. सितम्बर, 82 के महीने की औसत मासिक उपस्थिति:--

कक्षा	कुल छात्रों के लिए		अनुसूचित जाति के छात्रों के लिए		अनुसूचित जन जाति के छात्रों के लिए	
	बालक	बालिकाएं	बालक	बालिकाएं	बालक	बालिकाएं
1	2	3	4	5	6	7
पहली						
दूसरी						
तीसरी						
चौथी						
पांचवी						
छठी						
सातवी						
आठवी						
योग						

विद्यालय में विद्यार्थियों के लिए प्रोत्साहन योजनाओं की निम्न सूचना दीजिए:-

ाहन	क्या विद्यालय में यह योजना है? हाँ/नहीं	स्तम्भ-2 में यदि हाँ, तो 1981-82 में योजना से लाभान्वित विद्यार्थियों की संख्या		
		सिर्फ अनुसूचित जाति के विद्यार्थी	सिर्फ अनुसूचित जन-जाति के विद्यार्थी	अ०जा०/अ०ज०जा० के अतिरिक्त अन्य विद्यार्थी
शुल्क ढ़ाई				
ःशुल्क ाठ्य तकें				
याह्न योजना				
पस्थिति -वृत्ति				
ात्राओं के ए छात्र ृत्ति				
अन्य कोई या लिखिए)				

ष 1977-78 में प्रथम कक्षा में दाखिल हुए छात्रों का विवरण दीजिए:-

प्रथम ा 7-78 ए ला गए ों के	क्या यह विद्यार्थी पहली कक्षा में (77-78) में पास हुआ/फेल हुआ/पढ़ाई बीच में छोड़ गया/टी०सी०लेकर चला गया	क्या यही विद्यार्थी दूसरी कक्षा में (78-79) में पास हुआ/फेल हुआ/पढ़ाई बीच में छोड़ गया टी०सी० लेकर चला गया	क्या यही विद्यार्थी तीसरी कक्षा में (79-80) में पास हुआ/फेल हुआ/पढ़ाई बीच में छोड़ गया/टी०सी०लेकर चला गया	क्या यही विद्यार्थी चौथी कक्षा में (80-81) में पास हुआ/फेल हुआ/पढ़ाई बीच में छोड़ गया/टी०सी०लेकर चला गया	क्या यही विद्यार्थी पांचवी कक्षा में (81-82) में पास हुआ/फेल हुआ/पढ़ाई बीच में छोड़ गया/टी०सी०लेकर चला गया
	2	3	4	5	6

28. 1981-82 में परीक्षाफल –

कक्षा	छात्रों की संख्या	पास हुए	जो बीच में छोड़कर चले गये	जो बीच में टी॰सी॰ के साथ छोड़कर गये	फेल
1	2	3	4	5	6
पहली					
दूसरी					
तीसरी					
चौथी					
पाँचवी					
छठी					
सातवीं					
आठवीं					

29. यदि विद्यालय में एक ही अध्यापक है, तो कृपया कुछ शब्दों में यह लिखिये कि सभी कक्षाओं का अध्यापन कार्य कैसे किया जा रहा है ?

(   )

(प्रधानाध्यापक के हस्ताक्षर)

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद, नई दिल्ली

राजस्थान में अ0ज0/अ0ज0जा0 के लिए शिक्षा की सुविधाओं का सर्वेक्षण

शिक्षक प्रपत्र

शिक्षक प्रपत्र भरने के लिए निर्देश :-

यह सर्वेक्षण मुख्यत: अनुसूचित जाति तथा जनजाति की आबादी की बस्तियों में, प्राथमिक और माध्यमिक शिक्षा-सुविधाओं की जानकारी के लिए किया जा रहा है । हम यह जानने का भी प्रयत्न कर रहे हैं कि अ0ज0/अ0ज0जा0 के कुछ छात्र प्राथमिक स्तर की शिक्षा या विद्यालय की उच्चतम कक्षा की पढ़ाई को बीच में अधूरी छोड़कर क्यों चले जाते हैं । प्रपत्र भरने के लिए आपका सक्रिय सहयोग अपेक्षित है । प्रधानाध्यापक तथा विद्यालय का प्रत्येक अध्यापक इस प्रपत्र को भरेंगे । आपके विचारों का हमारे लिए बहुत महत्व है । कृपया प्रपत्र भरते समय निम्न निर्देशों को पढ़ लें ।

मद संख्या 8

यह हो सकता है कि एक विद्यालय में प्राथमिक तथा माध्यमिक दोनों स्तर की कक्षाओं को पढ़ाया जा रहा हो और ऐसे भी अध्यापक हो सकते हैं जो प्राथमिक तथा माध्यमिक दोनों कक्षाओं को पढ़ा रहे हों, ऐसे में अध्यापक मुख्यत: उस स्तर को पढ़ाने वाले माने जायेंगे जिस स्तर (प्राथमिक/माध्यमिक) को वे अपना 50% से अधिक समय पढ़ाने में लगाते हैं ।

मद संख्या 9 :-

दिए गए 19 सम्भावित कारणों में से प्रत्येक के लिए उत्तर दीजिए ।

मद संख्या 11 (अ),(ब) :-

सिर्फ प्रधानाध्यापक ही इस मद को भरेंगे ।

राजस्थान में अ0जा0/अ0जा0 के लिए
शिक्षा की सुविधाओं का सर्वेक्षण

शिक्षक प्रपत्र

(प्रधानाध्यापक/अध्यापकों के लिए)

1. शिक्षक का नाम ____________________
2. विद्यालय का नाम ____________________
3. आयु (पूर्ण वर्षों में) ____________________
4. जाति
   - अनुसूचित जाति ( )
   - अनुसूचित जनजाति ( )
   - उपरोक्त का दोनों में से ( )
   - कोई नहीं
5. लिंग (पुरुष/स्त्री) ____________________
6. योग्यता
   - (1) शैक्षिक ____________________
   - (2) व्यावसायिक ____________________
7. शिक्षण का कुल अनुभव (पूर्ण वर्षों में) ____________________
8. मुख्यतः किस स्तर (प्राईमरी/मिडिल) को पढ़ा रहे हैं ? ____________________
9. अनुसूचित जाति/अनुसूचित जन जाति के छात्रों के, विद्यालय बीच में छोड़ने के कुछ कारण नीचे दिए गए हैं । इन कारणों के सामने दिए गए तीन विकल्पों में से हर कारण के लिए किसी एक पर सही ( ) का निशान लगाएँ ।

	सहमत हैं	कोई मत नहीं	सहमत नहीं
(1) अभिभावक शिक्षा का व्यय वहन नहीं कर सकते.	______	______	______
(2) पारिवारिक धंधे में सहायता करने के लिए अभिभावकों को बच्चों की सहायता चाहिए ।	______	______	______
(3) बच्चे विद्यालय के समय में विभिन्न कार्यों में लगाए जाते हैं : जैसे पशुपालन, पानी लाना, ईंधन एकत्र करना आदि ।	______	______	______
(4) बच्चे, घरेलू नौकर, फैक्ट्रियों/दुकानों आदि में काम कर के परिवार की आय को बढ़ाते हैं	______	______	______

	सहमत हैं	कोई मत नहीं	सहमत नहीं
5. विद्यालय का वातावरण उत्साहजनक नहीं है (अपर्याप्त भौतिक सुविधाएं, खराब विद्यालय भवन आदि के कारण)	------	----------	---------
6. समुदाय का शिक्षा के प्रति विरोधी रवैया	------	----------	---------
7. कक्षा में आवश्यकता से अधिक छात्र संख्या	--------	----------	---------
8. कई कक्षाओं के लिए एक ही शिक्षक होने के कारण	------	----------	--------
9. समुदाय में उच्च जाति के लोगों का अ०जा०/अ०ज०जा० के छात्रों की उपस्थिति के प्रति रवैया ।	------	---------	---------
10. कक्षा में उच्च जाति के छात्रों का अ०जा०/अ०ज०जा० के छात्रों के प्रति बुरा व्यवहार	------	---------	---------
11. विद्यालयों में अप्रभावशाली शिक्षण	------	--------	---------
12. शिक्षकों का अ०जा०/अ०ज०जा० के छात्रों के प्रति रवैया ।	------	--------	---------
13. विद्यालय का समय छात्रों के लिए उपयुक्त नहीं ।	------	-------	---------
14. अभिभावकों का शिक्षा के लाभ से अवगत न होना ।	------	-------	--------
15. समुदाय में निरक्षरता	------	-------	--------
16. शिक्षा समुदाय की आवश्यकताओं को पूरा नहीं कर सकती ।	------	-------	--------
17. विद्यालयों की सुविधा इतनी दूरी पर नहीं है जहाँ पैदल चलकर जाया जा सके ।	------	-------	--------
18. पढ़ाई में कमजोरी	------	-------	--------
19. बार बार फेल होने से बच्चे निराश हो जाते हैं ।	-----	-------	--------
20. कोई अन्य कारण (कृपया स्पष्ट करें)	-----	-------	--------

10. उपरोक्त दिए गए कारणों में से, आपकी राय में जो तीन मुख्य कारण हैं उनको क्रमानुसार लिखिए ।

मद 9. के अनुसार क्रम संख्या

1. ----------
2. ----------
3. ----------

11. सिर्फ प्रधानाध्यापकों के लिए:-

(अ) यह पाया गया है कि विद्यालयों में प्रायः अ0जा0/अ0ज0जा0 के बच्चों की औसत उपस्थिति कम पायी जाती है । इसके मुख्य तीन कारण बताइए ।

1. ----------
2. ----------
3. ----------

(ब) अ0जा0/अ0ज0जा0 के बच्चों की औसत उपस्थिति बढ़ाने के लिए क्या प्रयास करने चाहिए ? कृपया तीन सुझाव दीजिए ।

1. ----------
2. ----------
3. ----------

हस्ताक्षर
(प्रधानाध्यापक/अध्यापक)

राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद, नई दिल्ली.

"राजस्थान में अ0जा0/अ0ज0जा0 के लिए शिक्षा की सुविधाओं का सर्वेक्षण"

साक्षात्कार अनुसूची

साक्षात्कार करने के लिए निर्देश:-

हम यह जानने के लिए उत्सुक हैं कि [illegible] अभिभावक और विशेष रूप से अ0जा0/अ0ज0जा0 के अभिभावक अपने बच्चों को विद्यालय में क्यों नहीं दाखिल करते या उनकी पढ़ाई (शिक्षा) पूरी होने से पहले ही उन्हें विद्यालय जाने से क्यों रोक लेते हैं। [illegible] बस्ती में या नजदीक की उस बस्ती से जहां विद्यालय [illegible] है, छः व्यक्तियों का साक्षात्कार कर रहे हैं। कृपया [illegible] निर्देशों का सावधानी से पालन करें।

1. जिनका साक्षात्कार होना है उनका [illegible]:-

जिन छः व्यक्तियों का साक्षात्कार होना है वो निम्न तीन श्रेणियों से होंगे।

श्रेणी अ:- चुने हुए प्रतिनिधि (पंच/सरपंच/[illegible] एवं विधायक)

श्रेणी ब:- कृषक (भूमि[illegible]/कुश्तकार/[illegible]) की रोजगार में लगा [illegible]
(कम से कम मैट्रिक योग्यता वाला)

श्रेणी स:- [illegible] श्रमिक या [illegible] मजदूर [illegible] मजदूर,
पढ़े [illegible]।

प्रत्येक श्रेणी से दो व्यक्तियों का चुनाव किया जाएगा जिनमें से एक व्यक्ति अ0जा0/अ0ज0जा0 का तथा दूसरा व्यक्ति अन्य जाति का होगा। इसके लिए आप छः सूचियां तैयार कर सकते हैं, जिनमें से दो प्रत्येक श्रेणी (एक अ0जा0/अ0ज0जा0 और दूसरी अन्य जाति) के लिए होंगी। हर सूची में जितने व्यक्ति हैं उतने क्रम संख्या कागज के छोटे-छोटे पर्चियों पर लिखकर लॉटरी की तरह उनमें से एक पर्ची उठा लें। यही विधि हर सूची के लिए कर लें। इस तरह साक्षात्कार किए जाने वाले छः व्यक्तियों का चुनाव होता है।

2. साक्षात्कार लेने वाले को इन छः व्यक्तियों को अनुसंधान का उद्देश्य स्पष्ट कर देना चाहिए। (उद्देश्य पहले अनुच्छेद में दिया हुआ है)

3. सभी मदों के लिए उत्तर प्राप्त करने हैं और अनुसूची में भरने हैं।

4. यदि साक्षात्कार देने वाला कोई प्रश्न नहीं समझ पाता है तो प्रश्न को स्पष्ट करके विस्तार से समझाना चाहिए। प्रश्न उस भाषा में पूछने हैं जिस भाषा को साक्षात्कार देने वाला अच्छी तरह से समझ सके। कृपया यह निश्चय कर लें कि साक्षात्कार देने वाले ने प्रश्न अच्छी तरह समझ लिया है।

5. साक्षात्कार देने वाले को यह विश्वा[illegible] उनके उत्तर गुप्त रखे जायेंगे ।

6. जहाँ तक सम्भव हो सके, व्यक्ति [illegible] उत्तर [illegible] उसके ही शब्दों में लिखा है । यदि उत्तर [illegible] राजस्थानी भाषा में है, तब उत्तर हिन्दी में [illegible] पढ़ने योग्य लेख में लिखा है ।

राष्ट्रीय शैक्षिक अनुसंधान [illegible]

"राजस्थान में अनुसूचित [illegible]
सुविधाओं का [illegible]

साक्षात्कार [illegible]

श्रेणी :- अ/ब/स

1. (1) बस्ती का नाम ---------------------
   (2) गाँव का नाम ---------------------

2. तहसील ---------------------

3. जिला ---------------------

4. साक्षात्कार देने वाले का नाम ---------------------

5. उसकी आयु ---------------------

6. उसका शिक्षा-स्तर ---------------------

7. उसकी जाति

   अनुसूचित जाति
   अनुसूचित जनजाति
   अ०जा०/अ०ज०जा० के
   अलावा अन्य कोई जाति

8. यह देखा गया है कि कुछ अभिभावक [illegible] दाखिला ही नहीं कराते। आपकी [illegible] कारण हैं, दीजिए।

   1. ---------------------
   2. ---------------------
   3. ---------------------

9. कुछ अ०ज०/अ०ज०जा० के [illegible] दाखिला ही नहीं कराते। [illegible] कारण हैं, दीजिए।

   1. ---------------------
   2. ---------------------
   3. ---------------------

10. बहुत से विद्यार्थी, विद्यालय की उच्चतम कक्षा तक पढ़ाई पूरी किए बिना ही विद्यालय छोड़कर चले जाते हैं या उनके अभिभावक उनको विद्यालय जाने से रोक लेते हैं। इसके क्या कारण हैं? कृपया तीन कारण दीजिए।

1. ---------------------
2. ---------------------
3. ---------------------

11. बहुत से अ०जा०/अ०ज०जा० के विद्यार्थी [illegible] पढ़ाई पूरी किए बिना ही विद्यालय छोड़कर चले जाते हैं अथवा उनके अभिभावक उन्हें विद्यालय जाने से रोक लेते हैं। आपकी राय में वे ऐसा क्यों करते हैं? कृपया तीन कारण दीजिए।

1. ---------------------
2. ---------------------
3. ---------------------

12. सरकार ने विद्यालय आने के लिए बच्चों के लिए कुछ प्रोत्साहन योजनाएँ शुरु की हैं जैसे-मध्याह्न भोजन, निःशुल्क कपड़े, निःशुल्क पाठ्यपुस्तकें, लड़कियों को उपस्थिति [illegible], अ०जा०/अ०ज०जा० के छात्रों के लिए छात्रवृत्ति। आपकी [illegible] और [illegible] भी प्रोत्साहन योजनाएँ हो सकती हैं, जो [illegible] सकें।

1. ---------------------
2. ---------------------
3. ---------------------

13. (क) गाँव या बस्ती में कुछ [illegible] कारणों से विद्यालय में दाखिल [illegible] बच्चों को थोड़ा बहुत शिक्षित करने के लिए [illegible] किया जा सकता है।

1. ---------------------
2. ---------------------
3. ---------------------

(ख) इन बच्चों की पढ़ाई के समय क्या होने चाहिए (जैसे संध्या/रात्रि शिक्षा केन्द्र आदि) और एक सप्ताह में इनके लिए पढ़ाई की अवधि (घंटों में) क्या होनी चाहिए।

1. ---------------------
2. ---------------------
3. ---------------------

§ग§ इनबच्चों को क्या पढ़ाया जाना चाहिए ?

1. क्या बच्चों को साक्षर बनाने के लिए थोड़ा बहुत भाषा का ज्ञान और गणित पढ़ाया जाना चाहिए ?

हाँ/नहीं

अथवा

2. क्या उनको वही कोई पढ़ाया जाना चाहिए जो नियमित विद्यालयों में पढ़ाया जाता है ताकि वे किसी उच्च कक्षा में प्रवेश पा सकें या [illegible] परीक्षाओं की तैयारी करने की मदद मिल सके

हाँ/नहीं

§साक्षात्कार लेने वाले के हस्ताक्षर§